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ABSTRACT

This Users Manual is the supporting documentation for the Public Use Data File from the National Longituidnal Study of the High School Class of 1972 (NLS). The data file contains certain merged data from the base year (1972), and first, second, and third follow-up NLS surveys, as described herein. NLS is designed to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood. The five parts of the volume are: Introduction; Methodology; File Preparation; Contents and Organization of the Data File; and Technical Specifications. The Appendices in Volume I include: (A) Instrumentation; (B) Critical Items and Supporting Items in the First, Second, and Third Follow-up Questionnaires; (C) Index of Miscellaneous Codes; (D) Routing Patterns and Routing Codes; (E) Index of NLS Release Tape Variables; (F) Imputation of Grade Point Averages and Conversion of Grading Systems; (G) List of Region Codes and States Within Regions; (H) Definitions of Weighting Classes; (I) Response Rates by Sample Status of School; and (J) Definitions of Created Variables. (Appendices K through Q are contained in TM 007 564). (Author/CTM)

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NATIONAL LONGITUDINAL STUDY

BASE YEAR, FIRST, SECOND AND THIRD FOLLOW-UP

DATA FILE USERS MANUAL

VOLUME I

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APRIL 1978

NLS

National Longitudinal Study

BASE YEAR, FIRST, SECOND, AND THIRD FOLLOW-UP

DATA FILE USERS MANUAL

VOLUME I

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NOTE: *This Users Manual is the supporting documentation for the Public Use Data File from the National Longitudinal Study (NLS), produced under Contract No. OEC-0-6666 for the National Center for Education Statistics, U.S. Department of Health, Education, and Welfare. The data file contains certain merged data from the base year, first, second, and third follow-up NLS surveys, as described herein.*

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January 1978

Foreword

The National Longitudinal Study (NLS) of the High School Class of 1972 is a large-scale long-term survey effort supported by the National Center for Education Statistics (NCES), Office of the Assistant Secretary for Education in the Department of Health, Education, and Welfare (DHEW). Broadly stated, NLS is designed to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood. Data have been gathered and colligated from several sources, coded and edited for analysis purposes, and stored on magnetic computer tapes for future access. The current tapes contain base-year (1972) survey data, collected by the Educational Testing Service, integrated with first follow-up (1973), second follow-up (1974), and third follow-up (1976) survey data, collected by the Research Triangle Institute. This tape package will be augmented periodically as data from subsequent follow-up surveys become available.

The Users Manual provides a detailed description of the merged NLS data file now available for use by the general research community. These data provide an extensive and potentially rich resource for a variety of research purposes. The purpose of this manual is to document the contents of the available tapes, and thereby enable the interested investigator to exploit effectively the research potential of the data.

Obviously, a project of the size and scope of NLS requires the close cooperation and combined effort of many people and organizations. This manual documents an interim file of those efforts. Finally, special recognition is due to the thousands of anonymous sample members who have participated in NLS, without whose cooperation the study would not have been possible.

NLS first follow-up activities have been a responsibility of the project codirectors for the contractor, Dr. J. A. Davis and Dr. J. P. Bailey, Jr. Second follow-up activities have been directed by Dr. J. P. Bailey, Jr., and third follow-up activities were initially directed by Dr. J. P. Bailey, Jr., and then by Dr. J. R. Levinsohn.

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Preface

The merged NLS data file represents a rich and complex source of information. It contains important and timely data of potential use to a broad spectrum of educators, researchers, policy analysts, and decisionmakers. Preparation of this data file for general use by such a large and diverse set of users was a difficult task. Decisions as to the kind and extent of data editing that needed to be performed were by no means clearcut. In conflict were the need to maintain a faithful record of the original raw data--including respondent errors and inconsistencies--versus the need to provide a straightforward set of data for the typical researcher. The former need was given more importance in the approach to editing this file. That is, it was felt that editing, recoding, imputation, or other data transformation procedures should be minimized so as to limit tacit assumptions about the respondents or subjective interpretation of the data that would be required for these procedures. Any imputations or modification of the original data might be considered "biased" by other investigators. Where imputations are concerned, researchers should be free to set data standards in accordance with their specific needs. Thus, the data transformation procedures used were directed toward making the data available in a consistent and useful format which would preserve as accurately as possible the original responses of the study participants.

The file processing performed involved extensive verification, cleaning, and supplementary coding of the original data. Editing transformations were limited to verifying that respondents followed the written instructions and routing patterns in the questionnaire. If either type of instruction were violated, then supplementary codes were inserted in the data to indicate the location and nature of the violation. The extent and details of the editing are the subject of this manual.

It would have been possible to provide another level of editing. Responses could have been edited with respect to the content of the question and with respect to the interrelations of sets of questions. But this kind of editing requires some guidelines and is usually directed by the particular set of hypotheses one wishes to investigate. Since the data file is designed for such a broad range of investigators, and in the interest of timeliness, it was decided that any further editing must be left to the discretion of the analyst. This decision creates some additional work for the user, but it allows full access to all the original detail in the data file. No analyses have been prohibited by preprocessing or prior summarization of the data.

The decision to produce the data file in this format places some additional responsiblity on the user. Since little simplification of the data has been done, the analyst must exercise care in using the data file. The NLS data base is large and complex. The routing patterns in the instruments and the fact that data have been collected at different points in time require that the analyst view the data base holistically. Many of the individual items are not well suited to independent analysis. Moreover, it is necessary to consider the interdependent nature of such items and to study the patterns of response to those items.

Given consideration of these cautions and careful study of the documentation provided in this manual, the NLS data file will serve as the rich source of information that it was designed to provide.

The authors wish to thank all those people who have contributed to the production of this manual. Special thanks are due to RTI's Computer Application Center and Survey Operations Center for their efforts in computer processing and data collection. Several parts of this manual are based on technical reports dealing with the NLS data. Users are encouraged to consult these reports for detailed exposition of specific topics. In addition, grateful acknowledgment is due to Mrs. Linda Hoffmann for her excellent and patient assistance in the preparation of this manual. Finally, acknowledgment is due for the considerable input of Dr. Kenneth Tabler, NCES project officer for NLS first follow-up activities, and Mr. Elmer Collins, NCES project officer for NLS second and third follow-up activities.

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Part 1: Introduction

In 1968 the National Center for Education Statistics (NCES) conducted a survey to determine the specific data needs of educational policymakers and researchers. Respondents to the survey expressed a need for data that would allow comparisons of student educational and vocational experiences with later outcomes. This finding provided the impetus for NCES to begin planning for the first of an intended series of national longitudinal studies.

In April 1970 a number of prominent educational researchers and administrators met with interested Federal officials in Washington, D. C. The National Longitudinal Study of the High School Class of 1972 (NLS) reflects their guidance and the interests and data needs of a number of United States Office of Education (USOE) agencies: the Office of Planning, Budgeting, and Evaluation; the Bureau of Postsecondary Education; the Bureau of Occupational and Adult Education; the Bureau of Programs for the Handicapped; as well as the National Center for Education Statistics. Four advisory committees provided guidance in the planning and implementation of the survey. One committee was composed of research experts and representatives of various educational organizations; two others were made up of officials of state education agencies; and the fourth, an internal USOE users committee, represented the data needs of the various offices and bureaus of the U. S. Department of Health, Education, and Welfare (HEW).

The primary purpose of NLS is the observation of the educational and vocational activities, plans, aspirations, and attitudes of young people after they leave high school and the investigation of the relationships of this information to their prior educational experiences, personal, and biographical characteristics. Ultimately, the study will allow a better understanding of the development of students as they pass through the American educational system and of the complex factors associated with individual educational and career outcomes. Such information is essential as a basis for effective planning, implementation, and evaluation of Federal policies and programs designed to enhance educational opportunity and achievement and to upgrade occupational attainments and career outcomes.

Following a rather extensive period of planning, which included the design and field test of survey instrumentation and procedures, a full-scale survey was initiated in the spring of 1972. The sample design called for a deeply stratified national probability sample of 1,200 schools with 18 seniors per school, school size permitting. The resulting base-year sample of 19,144 students from 1,009 high schools provided base-year data on up to three data collection forms--a Test Battery (TB), a Student Record Information Form (SRIF), and a Student Questionnaire (SQ). The key form, the SQ, was completed by 16,683 seniors.

The first follow-up survey began in October 1973 and ended in April 1974. Added to the base-year sample were 4,450 1972 high school seniors from 257 additional schools that were unable to participate earlier. This brought the total first follow-up sample to 23,451 potential respondents.* First follow-up forms were mailed to 22,654 students. There were 21,350 sample members who completed a First Follow-Up Questionnaire, 69 percent by mail and 31 percent by personal interview. Of the 16,683 seniors who completed a base-year Student Questionnaire, 15,635 took part in the first follow-up survey--a sample retention rate of 93.7 percent. Participants were asked where they were in October 1973 and what they were doing with regard to work, education, and/or training. Similar information was requested for the same time period in 1972 to facilitate tracing of progress since leaving high school and to define the factors that affect that progress.

The second follow-up survey began in October 1974, and was completed in April 1975, with forms sent to 22,364 potential respondents. There were 20,872 sample members who completed a Second Follow-Up Questionnaire, 72 percent by mail and 28 percent by personal interview. Of the 21,350 persons who completed a First Follow-Up Questionnaire, 20,194 (94.6 percent) also responded to the second follow-up survey.

The third follow-up survey began in October 1976 and ended in May 1977. Questionnaires were mailed to the last known addresses of the sample members whose addresses appeared sufficient and correct and who had not been removed from active status by prior refusal, reported death, or other reason. Some 20,092 sample members completed a Third Follow-Up Questionnaire, 80 percent by mail and 20 percent by personal interview. The overall response rate was approximately 92 percent of the initial 21,807 mailouts. The retention rate of second follow-up respondents was 93.9 percent, and the retention rate of those sample members who completed all three student instruments was 94.7 percent.

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* See Appendix I for a detailed accounting of school and student participation.

Current plans call for another follow-up survey in the fall of 1979 and possibly for additional follow-ups at later dates. The potential uses for the information being gathered by these studies are legion; the broad data base and succession of observed effects will fill a widespread need on the part of educational researchers and administrators for information on the flow of young adults through the postsecondary occupational-educational system. They will provide insight for identifying and understanding the major branching or decision points which affect the educational and life patterns of individuals in the period following secondary school. Important linkages or path choices can be traced; estimates of the associated transition probabilities can be provided; and insight into the relative importance of the factors which determine or otherwise affect these transition probabilities can be obtained.

Part 2: Methodology

I. THE SAMPLE

A. Sample Design

The sample design may be described as a deeply stratified two-stage probability sample with schools as first-stage sampling units and students as second-stage units. The population consisted of all 1972 twelfth graders enrolled in all public, private, and church-affiliated high schools in the 50 States and the District of Columbia. The first-stage sampling frame was constructed from computerized school files maintained by USOE and by the National Catholic Education Association.

The school sampling frame was stratified into 600 final strata based on the following variables:

- Type of control (public or nonpublic),
- Geographic region (Northeast, North Central, South, and West),
- Grade 12 enrollment (less than 300; 300 to 599; 600 or more),
- Proximity to institutions of higher learning,
- Percentage minority group enrollment,
- Income level of the community, and
- Degree of urbanization.

In order to increase the numbers of disadvantaged students in the sample, schools located in low-income areas and schools with high proportions of minority group enrollments were sampled at approximately twice the sampling rate used for the remaining schools. Schools in the smallest grade 12 enrollment strata (less than 300 seniors) were selected with probabilities proportional to their estimated numbers of senior students and without replacement. Schools in the remaining strata were selected with equal probabilities and without replacement. In each final stratum, four schools were selected initially and then two of the four were randomly selected and designated as the primary selections. The other two schools were retained as backup or substitute selections and were to be used in the sample only if one or both of the primary schools did not cooperate (e.g., refused, ineligible). Samples of 18 students per school were selected and five additional students were selected as alternates. The students were sampled with equal probabilities and without replacement within schools.

B. School Response Data

The sample design called for 1,200 primary sample schools and, school size permitting, up to 18 students per school. Of the 1,200 primary sample schools, 948 participated in the base-year survey, 21 had no senior students enrolled, and 231 either refused to participate or could not participate because the request was received too late in the school year (see Table 1).

Table 1

RESPONSE STATUS OF PRIMARY SAMPLE SCHOOLS

Item	Base-Year Survey	Follow-Up Surveys
Participants	948	1,153
No Senior Students	21	21
Nonparticipants	231	26
Total	1,200	1,200

Due to the large school nonresponse in the base-year survey, further attempts were made to secure participation of the 231 nonparticipant primary sample schools and replacements for the 21 schools that had no seniors. This "resurvey" activity, initiated by NCES in the period prior to the first follow-up survey, involved securing school cooperation and selecting random samples of up to 18 former students (1972 seniors) per school. The "resurvey" activities were successful in 205 of the 231 primary sample schools; thus, students from 1,153 of the 1,200 primary sample schools were included in the first follow-up survey (Table 1).

Students selected from backup or substitute schools were also included in the base-year and follow-up surveys. In the base-year survey, 122 backup schools participated--including 26 schools which were "extra" in their final stratum. A backup school was termed "extra" if both primary sample schools from that stratum also participated. Students from the 26 "extra" schools were not included in the first follow-up survey, but additional backup schools were included so as to obtain at least two participating schools in the first follow-up survey from each of the 600 final strata. In the second and later follow-up surveys, 18 of the "extra" schools were used to include all cases with complete base-year data.

Samples of former 1972 senior students were also selected from 16 sample augmentation schools; these schools were selected from those identified in 200 sample school districts canvassed to identify public schools not included in the original school sampling frame. Samples of students selected from the 16 augmentation schools were not included in the base-year survey, but were included on subsequent surveys.

In summary, data were collected from students representing 1,069 participating schools in the base-year survey, 1,300 schools in the first follow-up survey, and 1,318 schools in the later follow-up surveys (see Table 2).[*]

Table 2

TOTAL NUMBER OF PARTICIPATING SCHOOLS, BY SURVEY

Item	Base-Year Survey	First Follow-Up Survey	Final Sample for Follow-Up Surveys
Primary Sample	948	1,153	1,153
Backup Sample:			
"Extra" in Base-Year	26[**]	--	18
Other	95	131	131
Augmentation Sample	--	16	16
Total	1,069	1,300	1,318

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[*] See Appendix I for a more detailed presentation of school participation and student response rates.

[**] Eight of these 26 extra schools have been dropped from the NLS sample. No student data was collected from the dropped schools in any of the survey periods.

C. Weight Calculations

Unadjusted student weights were calculated as the inverses of sample inclusion probabilities for all students sampled. A weighting-class method was used to calculate several sets of nonresponse adjusted weights. The methodology and use of the various weights are described in the paragraphs which follow.

1. Unadjusted Student Weights

First, it was necessary to determine exactly which sample schools and students were to be considered "in sample" cases for the 1972 NLS project. The use of backup schools in the base-year and first follow-up surveys, the use of "extra" schools in the second and third follow-up surveys, plus the resurvey work to obtain responses from all of the primary sample schools, resulted in three or four schools being represented in many final strata. After considering the alternatives, it was decided that all sample schools from which base-year or first follow-up student questionnaires were completed would be considered to be in the NLS sample. A total of 1,339 schools were classified as "in the final NLS sample"--1,153 participating primary sample schools, 21 primary sample schools with no 1972 seniors, 131 backup sample schools, 18 "extra" base-year schools in which student questionnaires were completed, and 16 augmentation sample schools. It would have been possible to reduce the sample of schools to the 1,200 originally intended, but this alternative was not exercised since considerable base-year student data would have been discarded with this alternative. The release files contain data for students representing 1,318 schools--all of the 1,339 schools in the final NLS sample except the 21 primary sample schools with no 1972 seniors.

For each school in the original 600 final strata, the sample inclusion probability, P_{hi}, was calculated as

$$P_{hi} = n_h \left(\frac{A_{hi}}{A_h}\right)$$

where n_h = number of schools in the final NLS sample for stratum-h,

A_{hi} = size measure for school-i of stratum-h,

and A_h = sum of size measures for all schools in stratum-h.

For schools in the smallest size strata, those with less than 300 seniors, the size measure for a school was the estimated number of seniors in the school or 18, whichever was larger. For schools in the two larger size strata, the size measure for each school was equal to one. Thus, schools in the smallest size strata were selected with probabilities proportional to the number of seniors, and schools in the two larger size strata were selected with equal probabilities.

A sample of 200 school districts was canvassed during the base-year to identify public schools which were not in the sampling frame. A total of 45 such schools were identified and 23 of them were randomly selected as an augmentation sample.* School selection probabilities, P_i, were calculated for each of the 45 schools, as suggested by the NLS sampling contractor.** The 16 participating augmentation schools were grouped into strata (h = 601, 602, ..., 608); sample inclusion probabilities, adjusted for school nonresponse, for these 16 schools were calculated as

$$P_{hi} = \left(\frac{16}{23}\right)\left(\frac{1}{2}\right) P_i \ .$$

The number of students in the sample from each sample school was taken as the number of students who were offered a chance to be in the sample and who also were eligible. This included all sample eligibles, both respondents and nonrespondents, but excluded selected students who were not eligible for the study--such as dropouts, early graduates, and adult education students.

There were 23,451 sample students. The unadjusted student weight, W_{uhij}, for each of the 23,451 selected students was calculated as

$$W_{uhij} = \frac{1}{P_{hi}} \cdot \frac{N_{hi}}{n_{hi}} \ ,$$

where N_{hi} = number of senior students in school-hi,

and n_{hi} = number of sampled students in school-hi.

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* Educational Testing Service, Base-Year Survey of the National Longitudinal Study of the High School Class of 1972 (Final Report), Princeton, New Jersey, pp. 4-9, June 1973.

** Westat, Inc., Sample Design for the Selection of a Sample of Schools with Twelfth-Graders for a Longitudinal Study, Rockville, Maryland, June 1971.

The sum of the unadjusted student weights (3,043,598.76) is an estimate of the total number of 1972 high school seniors in the United States. If all of the selected students had completed the survey instruments, these weights would be appropriate for the analyses of student data.

2. Nonresponse Adjustments in the First Follow-Up

The problem of nonresponse when analyzing survey data remains an open question. In general, the mean values of most variables will be different for respondents and nonrespondents. If the differences are large or if the survey response rates are low, then appropriate nonresponse adjustments are used in an attempt to reduce the bias due to nonresponse. There are no methods of adjusting for nonresponse that are known to be unbiased or even consistent.[*] Various methods of imputing or attempting to correct for both item nonresponse and for total questionnaire nonresponse are summarized in a paper by Chapman.[**]

After considering various methods of adjusting for questionnaire nonresponse, a weighting-class procedure[***] was used. (No adjustments were made for item nonresponse within completed questionnaires.) The adjustment involves partitioning the entire student sample of respondents and nonrespondents into weighting classes, which are homogeneous groups of students with respect to the survey classification variables. Differential response rates for students in different weighting classes are reflected in the adjustment.

The five classifier variables used to define weighting classes were:

Race--white or nonwhite;

Sex--male or female;

High school curriculum--general, academic, or vocational-technical;

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[*] U.S. Bureau of the Census, The Current Population Survey--A Report on Methodology, Technical Paper No. 7, U.S. Government Printing Office, Washington, D.C., 1963.

[**] David W. Chapman, A Survey of Nonresponse Imputation Procedures, presented at the Southern Region Education Board Summer Research Conference on Statistics in Mountain Lake, Va., June 11-15, 1973.

[***] Westat, Inc., Computation of Weights for Respondents to the 1971 Follow-Up Survey of 1967 College Freshmen. Report to the U.S. Office of Education, July 15, 1973.

High school grades--B or better, or C or below; and

Parents' education--less than high school graduate,
high school graduate, some beyond high school,
or college graduate.

NLS Student's School Record Information Forms (SRIF's), base-year Student Questionnaires, and First Follow-Up Questionnaires were all used as potential sources for the values of the first follow-up classifier variables. In addition, the sex variable was inferred from the student names when no other information was available. Values for all classifier variables were determined for over 84 percent of the 23,451 sample students and at least three of the classifier variable values were determined for 95 percent of the sample students. The most frequent value of the classifier variable was imputed, for weighting purposes, for missing values.

The crossing of the five classifier variables yielded a table with 96 cells (2 x 2 x 3 x 2 x 4). Cells with fewer than 20 respondents were combined with similar cells to obtain a total of 87 weighting classes.* The nonresponse adjustment procedure, applied within each weighting class, involved dividing the respondents' unadjusted weights by the weighted response rate for the weighting class. Actually, several sets of adjusted weights were calculated--each set is appropriate for particular analyses. The following sections contain the weight adjustment formulae and a description of the sets of adjusted student weights for the first, second, and third follow-up surveys.

3. First Follow-Up Adjusted Student Weights

Six different sets of adjusted student weights were calculated; each set is appropriate for analyses involving a particular data set.

Table 3 lists the data set and variables appropriate to each set of weights--W1, W2, W3, W4, W5, and W6. Also listed in Table 3 is W7, the raw unadjusted weight which formed the base for the various adjusted weights. Table 4 shows the number of sample students in each of five response groups, determined by which questionnaires the students completed. From Table 4, it is apparent that 16,683 (response groups I and II) students completed the base-year Student Questionnaire. However,

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* Appendix H lists the values of the classifiers for the 87 weighting classes.

Table 3

APPROPRIATE WEIGHTS FOR VARIOUS DATA SETS AND VARIABLES THROUGH THE FIRST FOLLOW-UP

Weight Set	Appropriate Data Set	Appropriate Variables
W1	Respondents to base-year Student Questionnaire (n=16,683)	Variables defined from base-year Student Questionnaire items
W2	Respondents to the base-year Student Questionnaire and the First Follow-Up Questionnaire (Form B) (n=21,222)	Variables defined from base-year Student Questionnaire items 2, 5, 8, 10, 16, 27, 83, 84, 88, 91, 92, 93, 94,
W3	Respondents to First Follow-Up Questionnaire (n=21,350)	Variables defined from First Follow-Up Questionnaire items
W4	Respondents to the base-year Student Questionnaire and the First Follow-Up Questionnaire (n=15,635)	Change variables defined using items from both the base-year Student Questionnaire and the First Follow-Up Questionnaire
W5	Respondents to either i) the base-year Student Questionnaire and the First Follow-Up Questionnaire (Form A), or ii) the First Follow-Up Questionnaire (Form B) (n=20,174)	Change variables defined using base-year Student Questionnaire items 2, 5, 8, 10, 16, 27, 83, 84, 88, 91, 92, 93, 94, and 95 and First Follow-Up Questionnaire items
W6	Respondents to either the base-year Student Questionnaire or the First Follow-Up Questionnaire (n=22,398)	Variables with values defined from data available for each student in the release file
W7	Raw unadjusted weight for all students, either respondents or nonrespondents (n=23,451)	-------

Table 4

RESPONSE GROUPS DEFINED BY BASE-YEAR AND FIRST FOLLOW-UP RESPONSES

Response Group	Completed Base-Year Student Questionnaire	Completed First Follow-Up Form A	Completed First Follow-Up Form B	Number of Students
I	yes	yes	no	15,635*
II	yes	no	no	1,048
III	no	yes	no	1,176
IV	no	no	yes	4,539
V	no	no	no	1,053**
TOTAL				23,451

*In this group of students, 415 completed a Form B Questionnaire that was used in a reliability study (see N. I. Lyons and R. P. Moore, National Longitudinal Study of the High School Class of 1972, Technical Report: Reliability of Retrospective Data, Research Triangle Institute, Research Triangle Park, North Carolina, March 1976). These Form B data were not used in preparing the release files.

**These students did not respond to either the base-year or first follow-up instrument, but may have responded to some other instrument; i.e., Test Book, Student Record Information Form, Second Follow-Up Questionnaire.

limited base-year data were also collected during the first follow-up survey from some additional sample students who had not completed the base-year Student Questionnaires. Thus, data for base-year items 2, 5, 8, 10, 16, 27, 83, 84, 88, 91, 92, 93, 94, and 95 (included on Form B, First Follow-Up Questionnaire) were obtained from 21,222 students (response groups I, II, and IV). Two sets of nonresponse adjusted student weights were computed for analyses of base-year data. Analyses of the 14 base-year items listed above should be based upon the W2 weights. For all other base-year questionnaire items, the W1 weights should be used.

A total of 21,350 sample members responded to the First Follow-Up Questionnaire (response groups I, III, and IV). The W3 weights are appropriate for analyses of first follow-up questionnaire items.

Analyses of change, or transition, variables derived using both base-year and first follow-up items should be carried out using either the W4 or W5 weights. If the change variables are defined using base-year items 2, 5, 8, 10, 16, 27, 83, 84, 88, 91, 92, 93, 94, and 95, then the W5 weights are appropriate. For analyses of change variables based on other base-year items in conjunction with first follow-up items, the W4 weights should be used. The results presented in Table 4 indicate that matched base-year and first follow-up data are available for 15,635 students (response group I) for most variables and for 20,174 students (response groups I and IV) for the 14 base-year variables listed above.

The last set of weights (W6) is appropriate for analyses involving students in response groups I, II, III, and IV. There are 22,398 students in this group--one for each student who completed a base-year Student Questionnaire and/or a First Follow-Up Questionnaire. The remaining 1,053 sample members (response group V) did not complete either questionnaire.

For each weight set, the adjusted weights for nonrespondents are zero and the sum of the respondents' adjusted weights equals the sum of the unadjusted weights for the entire sample. The user should choose the set of adjusted weights which is appropriate to the data set and variables to be analyzed. As mentioned previously, the weights are adjusted only for questionnaire nonresponse and not for item nonresponse. The same methods could be used to obtain another set of weights, adjusted for both questionnaire nonresponse and item nonresponse, for any questionnire item or variable. In most cases, the gains from such an adjustment would not be expected to outweigh the additional cost.

The weight adjustment formulae are shown below. First, define

$$K_{hij} = \begin{cases} 1 \text{ if student-hij belongs to weighting class-k, or} \\ 0 \text{ otherwise;} \end{cases}$$

$$\text{and} \quad L_{hij} = \begin{cases} 1 \text{ if student-hij completed the questionnaire(s)} \\ \quad \text{required to be included in data set-}\ell\text{, or} \\ 0 \text{ otherwise;} \end{cases}$$

and W_{uhij}, the unadjusted student weight, described earlier. The nonresponse adjusted weights, $W_{hij(k)\ell}$, for data set-ℓ were computed as

$$W_{hij(k)\ell} = W_{uhij} \; L_{hij} \; \frac{\sum_{hij} K_{hij} \; W_{uhij}}{\sum_{hij} K_{hij} \; L_{hij} \; W_{uhij}} ,$$

for student-j who was selected from school-hi and classified in weighting class-k (k = 1, 2, ..., 87).[*]

3. Nonresponse Adjustments in the Second Follow-Up

The nonresponse adjustments for the second follow-up survey were similar to those done for the first follow-up. The same core of unadjusted weights for the entire NLS sample (23,451 sample members) was used. Two minor changes in procedure were introduced concerning redefinition of the classifiers using updated information and allocation of unclassifiable sample members. The procedures incorporating the above changes are briefly described below.[**]

The same first follow-up classifier variables were used in defining the second follow-up weighting classes. After several years of survey activity, there were several response sources for each of the classifier variables. The following sources were used in the order indicated:

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[*] A more detailed discussion of the weight calculations is covered in a separate technical report; see R. Paul Moore, Calculation on Nonresponse-Adjusted Student Weights for Respondents to the NLS Base Year and First Follow-Up Surveys, Statistics Research Division, Research Triangle Institute, Research Triangle Park, North Carolina, October 1975.

[**] The complete details of the second follow-up weighting procedures are available in an RTI technical report; see B. V. Shah and D. Marnell, Calculation of Nonresponse-Adjusted Student Weights for Respondents to the NLS Second Follow-Up Survey, Research Triangle Institute, Research Triangle Park, North Carolina, January 1976.

Race

(1) Base-year Student Questionnaire (Q84)
(2) First Follow-Up Questionnaire Form B (Q95)
(3) Second Follow-Up Questionnaire (Q28)

Sex

(1) Base-year Student Questionnaire (page 1)
(2) First Follow-Up Questionnaire
(3) Inferred from name on student rosters
(4) Second Follow-Up Questionnaire
(Section G: Background Information)

High School Curriculum

(1) Base-year Student Questionnaire (Q2)
(2) First Follow-Up Questionnaire Form B (Q86)
(3) Activity State Questionnaire (Q13)
(4) SRIF (Q7)

High School Grades

(1) SRIF (Q1)
(2) Base-year Student Questionnaire (Q5)
(3) First Follow-Up Questionnaire Form B (Q87)

Parents' Education

(1) Base-year Student Questionnaire (Q90A)
(2) First Follow-Up Questionnaire (Q78A)
(3) Activity State Questionnaire (Q14A)
(4) Base-year Student Questionnaire (Q90B)
(5) First Follow-Up Questionnaire (Q78B)
(6) Activity State Questionnaire (Q14B)

The next step was to cross-classify the 23,451 sample students by the values of the five classifier variables. An "unavailable" category was added to each classifier variable, producing a total of 540 cells (3 x 3 x 4 x 3 x 5) with counts of sample students and responding students for each cell. (Several respondent counts were made since several different adjusted weights were to be calculated--see next section).

An arbitrary rule that each weighting class must contain at least twenty respondents was used to avoid any very large weight adjustments.

A set of collapsing rules had been predetermined for use in combining "similar" cells which contained fewer than 20 respondents. Cells were combined in the following order until each of the combined cells contained at least 20 respondents:

(1) Add "unavailables" randomly to known category of each variable in proportion to marginal weight totals for each known category.

(2) Change curriculum to two levels by adding "general" to "vocational-technical."

(3) Change father's education to two levels:
    (a) Add "less than H.S." to "H.S. graduate"
    (b) Add "some beyond H.S." to "H.S. graduate"

(4) Eliminate grades.

(5) Eliminate curriculum.

(6) Eliminate father's education.

(7) Eliminate sex.

(8) Eliminate race.

It turned out that virtually all of the cells involving one or more "unavailable" classifier variables had fewer than 20 responding students. Because of this, the combinations specified in step 1 above were done for all of those cells. Step 2 was used seven times and step 3 was used two times. The remaining steps, 4 through 8, were never used.

A total of 87 weighting classes were formed using the procedures described in this section. Each weighting class contained 20 or more respondents for each of the data sets described in the next section.

5. Calculating Adjusted Student Weights for Second Follow-Up

Once the weighting classes had been determined, the adjusted student weights were computed using the equation given in Section 3. Several different data sets could be derived from the various combinations of the NLS base-year, first follow-up and second follow-up instruments. To accommodate these different data sets, five different adjusted weights were computed.

Table 5 lists the data set and variables appropriate to each set of weights--W8, W9, W10, W11, and W12. Table 6 shows the number of sample students in each of the eight response groups, determined by which questionnaires the students completed.

Table 5

APPROPRIATE WEIGHTS FOR VARIOUS DATA SETS AND VARIABLES THROUGH THE SECOND FOLLOW-UP

Weight Set	Appropriate Data Set	Appropriate Variables
W8	Respondents to Second Follow-Up Questionnaire (n=20,872)	Variables defined from Second Follow-Up Questionnaire items only
W9	Respondents to the base-year Student Questionnaire and the Second Follow-Up Questionnaire (n=15,444)	Change variables defined from base-year Student Questionnaire and Second Follow-Up Questionnaire items
W10	Respondents to the First Follow-Up Questionnaire and the Second Follow-Up Questionnaire (n=20,194)	Change variables defined from First Follow-Up Questionnaire and Second Follow-Up Questionnaire items
W11	Respondents to all three questionnaires (n=14,900)	Change variables defined using items from all three questionnaires
W12	Respondents to either of the three questionnaires (n=22,532)	Variables with values defined from data available for each student in the release file

Table 6

RESPONSE GROUPS DEFINED BY BASE-YEAR, FIRST FOLLOW-UP, AND SECOND FOLLOW-UP RESPONSES

Response Group	Completed Questionnaires Received for			Number of Students
	Base-Year	First Follow-Up	Second Follow-Up	
I	yes	yes	no	735
II	yes	no	no	504
III	no	yes	no	421
IV	no	no	no	919*
V	yes	yes	yes	14,900
VI	no	yes	yes	5,294
VII	yes	no	yes	544
VIII	no	no	yes	134
TOTAL				23,451

*These students did not respond to either the base-year, first follow-up, or second follow-up instrument, but may have responded to the Test Book and/or the Student Record Information Form.

There was a total of 21,350 respondents to the First Follow-Up Questionnaire, and 20,872 respondents (see Table 6) to the Second Follow-Up Questionnaire. The weight W8 is appropriate for analysis of items in the second follow-up instrument.

Analyses of change, or transition, variables derived using both base-year and second follow-up items should be carried out using the W9 weights. For analyses of change variables based on second follow-up items in conjunction with first follow-up items, the W10 weights should be used. The W11 weights should be used for combined analysis of items across all three questionnaires.

The last set of weights, W12, is appropriate for analyses involving every student who completed a base-year Student Questionnaire, and/or a First Follow-Up Questionnaire and/or a Second Follow-Up Questionnaire.

For each weight set, the adjusted weights for nonrespondents are zero, and the sum of the respondents' adjusted weights equals the sum of the unadjusted weights for the entire sample. The user should choose the set of adjusted weights which is appropriate to the data set and variables to be analyzed. The weights are adjusted only for questionnaire nonresponse and not for item nonresponse. The same methods could be used to obtain another set of weights, adjusted for both questionnaire nonresponse and item nonresponse, for any questionnaire item or variable.

6. Calculating Adjusted Student Weights for the Third Follow-Up

The weight adjustment procedures for the third follow-up survey were analogous to those employed in prior surveys. The previous computational scheme was used (see equations in Section 3), and since no new significant classifier data were obtained, the same weighting classes as derived in the second follow-up were employed to produce eight new weights, W13-W20. These weights represent a compromise set of weights from the various combinations that could have been calculated. They treat the third follow-up alone (W13); all pairs of survey instruments with the third follow-up (base year and third follow-up (W14), first follow-up and third follow-up (W15), and second follow-up and third follow-up (W16); the triple of third follow-up, second follow-up, and first follow-up (W20); a weight associated with response to all four instruments (W18); another weight associated with response to the subset of extended base-year items (gathered either in the base year or retrospectively in the first follow-up) and all three follow-up instruments (W17); and finally a weight associated with response to any one or more of the survey instruments (W19). Each weight defines a respondent subset particular to the selected pattern of instruments.

Table 7 provides a detailed layout of the instrument subsets associated with each weight. Table 8 details the patterns of instrument response which occurred by the third follow-up survey. These two tables taken together define each weight. For example, consider W13, the third follow-up weight. Table 7 indicates this weight has been adjusted for nonresponse to the third follow-up instrument. The table indicates that there are 20,092 nonzero weights in this weight vector. Reference to Table 8 indicates which groups of individuals are included (i.e., have nonzero weights) for this weight. Specifically, nonzero values of W13 occur for those individuals in response groups II, IV, VI, VIII, X, XII, XIV, and XVI (120 + 118 + 112 + 4,903 + 18 + 478 + 231 + 14,112 = 20,092). The other weight vectors are based on other combinations of response groups. One further example may clarify the process. W20 is the weight adjusted for nonresponse to the triple of the follow-up instruments--first follow-up, second follow-up, and third follow-up. Hence, those individuals with nonzero values for W20 come from response groups VIII and XVI (4,903 + 14,112 = 19,015), and the raw weights for the remaining individuals who did not respond to all three follow-up instruments (23,451 - 19,015 = 4,436) have been distributed over or added to, by weight class, the individuals in response groups VIII and XVI who did respond to all three instruments.

II. INSTRUMENTS

A. Base-Year Instrumentation*

Each student in the sample was asked to complete applicable portions of a Student Questionnaire containing 104 questions distributed over 11 major sections. The base-year Student Questionnaire dealt with factors

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[*] The administration and processing of the base-year instrumentation is described in Educational Testing Service, The Base-Year Survey of the National Longitudinal Study of the High School Class of 1972 (Final Report), Princeton, New Jersey, June 1973.

Table 7

APPROPRIATE WEIGHTS FOR VARIOUS DATA SETS AND VARIABLES THROUGH THE THIRD FOLLOW-UP

Weight Set	Appropriate Data Set	Appropriate Variables
W13	Respondents to Third Follow-Up Questionnaire (n=20,092)	Variables defined from Third Follow-Up Questionnaire items only
W14	Respondents to the base-year Student Questionnaire and the Third Follow-Up Questionnaire (n=14,839)	Variables defined from base-year and Third Follow-Up Questionnaire items
W15	Respondents to the First Follow-Up Questionnaire and the Third Follow-Up Questionnaire (n=19,358)	Variables defined from First Follow-Up Questionnaire and Third Follow-Up Questionnaire items
W16	Respondents to the Second Follow-Up Questionnaire and Third Follow-Up Questionnaire (n=19,611)	Variables defined from Second Follow-Up Questionnaire and Third Follow-Up Questionnaire items
W17	Respondents to base-year or extended base-year item subset (items 2, 5, 8, 10, 16, 27, 83, 84, 88, 91-95) and First Follow-Up, Second Follow-Up, and Third Follow-Up Questionnaires (n=17,993)	Variables defined from questionnaire items from each of the four survey instruments or extended base-year subset and the three follow-up instruments
W18	Respondents to all four survey instruments, base-year through third follow-up (n=14,112)	Variables defined from all items located in all four survey instruments
W19	Respondents to any survey instrument, base-year or first follow-up or second follow-up or third follow-up (n=22,652)	Variables defined such that they obtain values regardless of which instrument was returned
W20	Respondents to First, Second, and Third Follow-Up Questionnaires (n=19,015)	Variables defined using items from each of the three follow-up instruments

Table 8

RESPONSE GROUPS DEFINED BY BASE-YEAR, FIRST FOLLOW-UP, SECOND FOLLOW-UP, AND THIRD FOLLOW-UP RESPONSES

Response Group	Completed Questionnaires Received for				Number of Students
	Base-Year	First Follow-Up	Second Follow-Up	Third Follow-Up	
I	no	no	no	no	799
II	no	no	no	yes	120
III	no	no	yes	no	16
IV	no	no	yes	yes	118
V	no	yes	no	no	309
VI	no	yes	no	yes	112
VII	no	yes	yes	no	391
VIII	no	yes	yes	yes	4,903
IX	yes	no	no	no	486
X	yes	no	no	yes	18
XI	yes	no	yes	no	66
XII	yes	no	yes	yes	478
XIII	yes	yes	no	no	504
XIV	yes	yes	no	yes	231
XV	yes	yes	yes	no	788
XVI	yes	yes	yes	yes	14,112
TOTAL					23,451

related to the student's personal-family background, educational and work experiences, plans, aspirations, attitudes, and opinions. Students were given the option of completing the questionnaire in school or taking it home and answering the questions with the assistance of their parents.

In addition to the Student Questionnaire, each student was asked to complete a 69-minute Test Book measuring both verbal and nonverbal ability. The Test Book consisted of six tests, which are described briefly below in the sequential order of administration.

1. Vocabulary. A brief test using synonym format. The items were selected to avoid academic or collegiate bias and to be of an appropriate level of difficulty for the twelfth grade population. (15 items, 5 minutes)
2. Picture Number. A test of associative memory consisting of a series of drawings of familiar objects, each paired with a number. The student, after studying the picture number pairs, is asked to recall the number associated with each object (30 items, 10 minutes)
3. Reading. A test based on short passages (100-200 words) with several related questions concerning a variety of reading skills (analysis, interpretation) but focused on straightforward comprehension. In combination with the vocabulary test, it provides a means to derive a verbal score which can allow links to the normative data available for SAT. (20 items, 15 minutes.)
4. Letter Groups. A test of inductive reasoning requiring the student to draw general concepts from sets of data or to form and try out hypotheses in a nonverbal context. The items consist of five groups of letters among which four groups share a common characteristic while the fifth group is different. The student indicates which group differs from the others. (25 items, 15 minutes)
5. Mathematics. Quantitative comparisons in which the student indicates which of two quantities is greater, or asserts their equality or the lack of sufficient data to determine which quantity is greater. This type of item is relatively quickly answered and provides measurement of basic competence in mathematics. (25 items, 15 minutes)

6. Mosaic Comparisons. A test which measures perceptual speed and accuracy through items which require that small differences be detected between pairs of otherwise identical mosaics or tile-like patterns. A deliberately speeded test, it has three separately timed sections consisting of increasingly more complex mosaic patterns. (116 items, 9 minutes)

Base-year data were also obtained from a Student's School Record Information Form (SRIF). Items on the SRIF pertained to the student's high school curriculum, grade point average, credit hours in major courses, and, if applicable, his or her position in ability groupings, remedial-instruction record, involvement in certain federally supported programs, and scores on standardized tests.

Finally, information from a School Questionnaire and one or two Counselor Questionnaires were also obtained for each participating high school. Counselor Questionnaires were not obtained from schools involved in the "resurvey" activity.

B. First Follow-Up Instrumentation

Two forms (A and B) of a First Follow-Up Questionnaire were developed and designed for self-administration by the student. Form A was mailed to each sample member who responded to the base-year Student Questionnaire. Seniors from the high school class of 1972 who were unable to participate in the base-year survey (usually because of time and scheduling considerations) were mailed Form B of the questionnaire. Questions one through 85 were identical on both questionnaire forms. The questionnaire was organized into sections. Form A contained five sections: General, Education and Training, Work Experience, Military Service, and Background Information. These questions dealt with information concerning the respondent's activity state (education, work, etc.) in October 1972 and October 1973; his or her socioeconomic status; work and educational experiences since leaving high school; and future educational and career plans, aspirations, and expectations. Form B of the First Follow-Up Questionnaire contained an additional 14 questions to supplement missing base-year information (see Table 16, page 69).

C. Second Follow-Up Instrumentation

The Second Follow-Up Questionnaire is similar in format to the first follow-up. It contains over 153 questions arranged in seven sections--General, Education and Training, Work, Family, Military, Activities and Opinions, and Background Information. The instrument collects updated information concerning the activity status of NLS sample members as of fall 1974. In addition to activity states, information concerning family status, personal attitudes, opinions, and plans were obtained. As was the case in the first follow-up, most of the instrument items are forced-choice format. Open-ended, or free-response, questions were limited to questions involving dates, income, number of hours or weeks worked, and the like.

D. Third Follow-Up Instrumentation

The Third Follow-Up Questionnaire follows the format of previous follow-up surveys and contains 158 questions organized in a seven-section arrangement similar to the second follow-up. In addition to repeating major measures of past questionnaires, the third follow-up instrument collected information on activity states for October 1975 and October 1976, graduate school application and entry, job supervision, sex-role orientation, sex and race biases, and a subjective rating of high school experiences. As in previous instruments, most questions were forced-choice. Open-ended or free-response questions were provided for responses concerning school names, financial information, vocational titles, etc. Copies of all NLS instruments are provided in Appendix A.

III. DATA COLLECTION PROCEDURES

A. Base-Year Data Collection

In the base-year survey, 1,069 schools were able to participate. The resulting student sample of 19,144* produced varying response rates for each of the data collection instruments. The bulk of the student data was collected in April, May, and June of 1972 through group administration in each school. Survey administrators completed School Record Information Forms for each participating student, plus approximately 1,000 additional students during the summer of 1972. It was intended that these additional students, who did not complete the Student Questionnaire in spring 1972, would be sent Form B of the First Follow-Up Questionniare to obtain some base-year student information from the respondents.

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* 18,672 from primary and other schools, 472 from "extra" schools.

B. First Follow-Up Data Collection

The first step in data collection for first follow-up involved an extensive tracing operation to update name and address files. The Research Triangle Institute received from the previous contractor a name and address file from the base-year survey. This file contained 19,144 records; a total of 18,672* of these individuals from 1,043 schools was used for the first follow-up survey. In addition, 257 resurvey schools with 4,450** individuals were added to the base-year lists. A newsletter was developed and mailed in July 1973 not only to encourage participation but also to use as a vehicle for updating names and addresses. When mail was returned by the U. S. Postal Service as undeliverable, telephone tracing procedures were used to obtain current addresses where possible.

Prior to the mailout of the First Follow-Up Questionnaires, 325 individuals were deleted from the mailout list for operational reasons (e.g., duplicate names, inaccurate addresses, deceased), yielding a target survey sample of 22,654.

Questionnaires were mailed to the last known addresses of the resulting sample on 23-24 October 1973. This mailout was followed by a planned sequence of reminder postcards, additional questionnaire mailings, and reminder mailgrams to nonrespondents. Active mail return efforts continued through December 1973; by early February 1974, the questionnaire return rate by mail was 61.5 percent.

The names and addresses of those sample members who failed to mail back their questionnaires were then turned over to the Bureau of the Census for personal interviews in accordance with a Bureau arrangement with the U. S. Office of Education. This personal interview phase of first follow-up data collection continued until April 7, 1974, at which time the overall response rate had been increased to 94.2 percent--21,350 respondents out of 22,654. Considering the total NLS sample, the response rate is 91.0 percent or 21,350 out of 23,451.

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* The 472 additional individuals from 26 "extra" schools were excluded from the first follow-up survey.

** A list of resurvey students was provided by USOE.

C. Second Follow-Up Data Collection

The core of 23,451 NLS sample members served as a base for second follow-up data collection activities. Those available for second follow-up were this base minus several categories of respondents who were unavailable for survey.* These categories included refusals obtained in the base-year and first follow-up surveys (students who stated they were unwilling to participate in the study), ineligibles (out of the country, institutionalized, deceased, mentally retarded, etc.), and no address (respondents who were untraceable as of fall 1974). This left for survey in the second follow-up 22,364** sample members. Data collection activities took place from July 1974 through June 1975. Survey activities included the mailout of newsletters to sample members, telephone tracing of those individuals whose newsletters and/or questionnaires were returned as undeliverable, mailing of letters to parents of respondents to advise them of their child's involvement in the study, questionnaire and postcard mailouts, mailgram and telephone contacts with nonrespondents at predetermined intervals, and field interviews with nonrespondents to mail efforts. Data collection for a reliability study was also conducted concurrently by both mail survey procedures and personal interviews with a subsample of 600 study members. A total of 20,872 Second Follow-Up Questionnaires were completed--15,058 by mail and 5,814 by personal interview. The response rates can be computed in two ways; one using the total sample (23,451) and the other using the second follow-up target (22,364). The two overall response rates are 89.0 percent and 93.3 percent respectively.

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* A more detailed presentation of the data collection activities is available in D. A. King, M. F. Weeks, N. R. Thorne, and C. S. Myers, National Longitudinal Study of the High School Class of 1972 Data Collection Activities for the Second Follow-Up (August 1974 through June 1975), Research Triangle Institute, July 1975.

* This figure includes 329 base-year "extras." These were base-year respondents from backup schools who were to be included in the NLS second follow-up effort in January 1975 and were scheduled for personal interview in the second follow-up survey.

D. Activity State Survey

Concurrent with second follow-up data collection activities, a special survey operation was also undertaken. This survey, the special activity state survey, was initiated in response to analysis of base-year and first follow-up data. As the first follow-up data were being analyzed during the summer and fall of 1974, it became evident that about 3,100 respondents could not be classified into an activity state for October 1972; over 2,400 could not be classified for October 1974; and over 3,500 could not be classified into the activity state transition matrices. The unclassifiables appeared to be more heavily represented by low SES and low aptitude respondents, thus introducing a potential bias for certain analyses. It was decided to conduct a special activity state survey to collect necessary missing data.*

It was noted and emphasized, at the time, that second follow-up activities currently underway with the NLS sample could be used to substantially reduce the costs of the special survey. Data could be gathered by telephone or by personal interviews. Telephone calls were in process for Second Follow-Up Questionnaires that had failed the edit checks, and an additional few questions could be added to the already scheduled calls. Similarly, field interviewers would begin contacting second follow-up mail nonrespondents in early January 1975, and questions could be added. Final identification was made of all respondents who required additional contact, questions were selected and approved by NCES, and preparations were made to collect the additional data.

The number of respondents to be recontacted was determined to be 3,904, among whom 218 have since been removed from active NLS participation because of refusal, physical or mental handicaps, or because they could not be located. The remaining 3,686 respondents to be contacted were in the following second follow-up status:

(a) 1,580 nonrespondents, subject to field interview;
(b) 739 fail-edit, subject to telephone call;
(c) 1,367 passed edit, in process or in transit, subject to special telephone call.

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* A more detailed discussion of this survey is available in King et al., as cited on page 28, and also in Jay R. Levinsohn, National Longitudinal Study of the High School Class of 1972: Special Activity State Survey and Second Level of Edit Activities, Research Triangle Institute, March 1976.

The supplementary information questionnaire contained only questions which had previously been asked as a part of the NLS first follow-up survey (see Appendix A). It was not self-administered; only field interviewers or telephone interviewers administered the instrument. All questions were asked of all target respondents.

A total of 3,088 Activity State Questionnaires (ASQ) were completed, a completion rate of 83.8 percent. The RTI staff was unable to contact or get cooperation from 598 people scheduled for the ASQ. The activity state survey data were treated as a separate entity in data processing. Separate coding and keying operations were designed for this survey instrument. Two pre-keying operations were required to code postsecondary schools and father's occupation.

From the point of view of requirements for computer support, the special activity state survey was a new survey. As supplementary data were received, they were separated from the second follow-up data they accompanied and were processed as completely independent questionnaires. The ASQ forms were computer edited for valid ranges. Since all forms were administered either by telephone or personal interview, skip pattern violations were not a problem. The resulting edited file served as the data base to update all 1972 and 1973 activity states and compute various composite values (father's occupation, high school program, mother's and father's education level). Since the ASQ survey was an additional survey, at a point in time one or two years removed from the initial surveys, the ASQ data were not used to replace corresponding base-year or first follow-up items. This information was used solely to compute updated activity states or updated composites which are distinct variables in the release file.

E. Third Follow-Up Data Collection

From the 23,451 NLS sample members, 21,807 were considered available for survey in the third follow-up. Original sample members, regardless of their response status to the base-year, first follow-up, or second

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[*] A more detailed presentation of the data collection activities is available in D. A. King and N. R. Thorne, National Longitudinal Study of the High School Class of 1972: Data Collection Activities for the Third Follow-Up (July 1976 through June 1977), Research Triangle Institute, September 1977.

follow-up surveys, were included unless they (1) were deceased, (2) had refused further participation, (3) were physically or mentally incapable of further participation, or (4) their whereabouts were unknown to parents or alternate contacts. During the period August 1976 through June 1977, data collection methods used by RTI to increase the response included the mailout of newsletters to sample members, telephone tracing of those individuals whose newsletters and/or questionnaires were returned as undeliverable, mailing "alert" letters to sample members and to parents whose address was the same as the sample member, three questionnaire mailouts including a $3.00 incentive payment with the initial questionnaire, postcard and mailgram follow-ups with nonrespondents at predetermined intervals, and personal interviews with nonrespondents to the mail efforts.* The major mailout took place in October 1976 with a mailout of 21,807 Third Follow-Up Questionnaires and incentive checks.

A total of 20,092 Third Follow-Up Questionnaires were completed during the data collection period. The overall response rate for the third follow-up is 92.1 percent based on the third follow-up target sample (21,807). Of the returned instruments, 16,102 were completed by mail, and 3,990 by personal interview, resulting in response rates of 80.1 percent and 19.9 percent, respectively.

Part 3: File Preparation

I. FIRST FOLLOW-UP DATA PREPARATION AND ENTRY[*]

Questionnaires returned by mail, either from individual sample members or from Bureau of the Census interviewers, were routed on a flow basis to a central check-in point for initial processing. Each respondent's six-digit ID number and batch number were noted and transmitted to the data processing section for entry into an automated survey support system so that a daily count could be maintained on the number of questionnaires already received and inhouse. Batches were then routed to the pre-machine (manual) editing section where certain checks were made to ascertain if each questionnaire contained a minimum set of "critical" data.[**] Questionnaires which passed this manual edit stage were then transmitted to the direct data entry section to be transformed into machine-readable form. Those questionnaires which failed the manual edit procedures were routed to the telephone follow-up section where contact was made with the respondent to resolve problems uncovered in manual edit. After resolution, these questionnaires were also transmitted to the direct data entry section for encoding. After data entry operations, questionnaires were placed in temporary secure storage prior to microfilming and eventual destruction. At each phase of the document flow, appropriate event entries were made to the automated survey support system so that there could be constant monitoring of the location of all questionnaires in the document flow process.

A. Manual Pre-Machine Editing

The general approach considered in the pre-machine editing centered around the following ideas: if basic "key" questions were answered, or could be presumed by responses to other related items, then a questionnaire would be accepted--no matter how little other information was given;

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[*] Base-year data preparation procedures are documented in the ETS final report referenced earlier.

[**] Appendix B lists the items that were considered critical.

however, if any "key" information were missing, a telephone call to the respondent would be made to get these priority data.

The priority, or key, items covered the following areas:

1. Current activity,
2. Activity expectations for October 1974,
3. Training programs since high school,
4. College or university attendance since high school,
5. Classes or courses since high school,
6. Job in October 1973,
7. Job in October 1972,
8. Selected work history items since high school,
9. Armed Forces service, and
10. Background (tracing) information such as name, address, and telephone number of respondent and next of kin, and date of birth, sex, and social security number.

B. Manual Coding

Manual recoding of alphabetic information into numeric form was performed in a few areas of the questionnaire prior to transformation into machine-readable form. Two questions (FQ49A-D, FQ55A-D) concerning a job area or occupation for 1972 and 1973 were recoded into the corresponding three-digit code specified in the Census Index of Occupations. In addition, the parental occupation question (FQ79) was also coded in the same manner. The complete three-digit occupational classification scheme is presented in Appendix C.1.

The other major area involving recoding of alphabetic data concerned school information. Postsecondary school identification provided by respondents (FQ26, FQ32, FQ40, FQ44, FQ82, FQ83, FQ84), whether of the college or university type or of the vocational-technical type, was coded into six-digit U. S. Office of Education vendor or FICE codes, using a master index provided by OE.* Fields of study (FQ22B, FQ26A, FQ36A, FQ60B) reported by respondents who attended school during the post-high-school period were recoded into HEGIS categories, using both the four-digit academic subdivisions of knowledge and training provided by the HEGIS Taxonomy[*] (Academic Subdivisions) and the six-digit HEGIS technological and occupational schemes (see Appendices C.2 and C.3 for listings of six-digit field of study codes). Finally, the responses to question 43B were coded numerically to indicate type of license, certificate, or diploma. These codes are listed in Appendix C.4.

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* The alphabetic fields containing the school name and location (city and state) were also retained in the file.

There were 18 questions in the First Follow-Up Questionnaire which had closed- or fixed-response alternatives and which included an "other" option with room for the respondent to write in his particular answer. In every case where possible, the "other" choice (when selected by the respondent) was reclassified by manual editing into the closed-choice options provided. Where this was not obvious or logical, the "other" option was retained in the coding, but the alphabetic description was not included on the data file.

There were four questions (FQ44BA, FQ69B, FQ69C, FQ70B) in the First Follow-Up Questionnaire for which no numeric coding was done. That is, the written replies of the respondents were recorded as they appeared on the questionnaire. The user should be aware of these alphabetic fields and use the appropriate computer techniques to process them.

C. Telephone Follow-Up

Questionnaires which failed the manual edit process because of insufficient information available on the "key" questions were examined carefully by telephone follow-up staff in preparation for a telephone interview with the respondent. Telephone follow-up operators were trained in questionnaire administration as well as questionnaire editing so that they would be capable of coping with any questionnaire-related questions a respondent might bring up. Approximately one-third of all mail-returned questionnaires failed manual pre-machine edit and required telephone follow-up to some degree; less than 5 percent of all questionnaires resulting from individual interviews by Bureau of Census personnel failed this edit.

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[*] R. A. Huff and M. O. Chandler, A Taxonomy of Instructional Programs in Higher Education, Catalog No. HES.250:50014, U. S. Government Printing Office, Washington, D. C., 1970.

D. Direct Data Entry Operations

NLS first follow-up data were transformed to machine-readable form by the use of direct data entry, programmable terminals. Major advantages of this type of data transformation included higher speed, fewer processing steps, and lower transcription error rate. The terminals were programmed to accept only values within a specified range for most of the data fields, and only specific field widths for all data items. Acceptable ranges for fixed format variables were decided prior to data entry and were programmed for the terminals; data provided by the respondent which were outside of these *a priori* ranges were specially coded to indicate that condition. The error rate was determined by sight-verification of a random sample of keyed questionnaire data versus the original hardcopy.

The overall transcription error rate using the direct data entry terminals was less than 0.3 percent.

II. SECOND FOLLOW-UP DATA PREPARATION AND ENTRY

The document flow for second follow-up instruments was quite similar to that of the first follow-up. As instruments were returned, either by mail or from field interviews, they were batched and entered into the automated survey support system. As in first follow-up, each questionnaire was edited for critical items, and if it passed this edit, the questionnaire was routed to data entry. If it failed the initial edit, the questionnaire was marked for telephone follow-up to resolve the problems uncovered in editing. After telephone follow-up, the updated questionnaire was scheduled for data entry. The data entry process involved some manual coding and transcription to machine-readable format. The various steps of these processes are discussed in more detail in the following sections.

A. Manual Pre-Machine Editing

The pre-machine editing for the second follow-up instrument was similar in nature to the edit used in the first follow-up. A set of critical or key items was defined, and these items were edited for consistency and completeness (see Appendix B for a complete list of the critical and supporting items). If respondents failed to properly answer these key items, then the questionnaire was marked as failing edit and was scheduled for telephone follow-up. The key items covered by these edit checks fell into the following areas:

1. Activity in October 1974,
2. Classes or courses from October 1973 to October 1974,
3. Certificate, license, diploma, or degree earned from October 1973 to October 1974,
4. Actual or intended field of study,
5. Type of school attended,
6. Jobs in October 1973 through October 1974,
7. Training programs from October 1973 to October 1974,
8. Armed Forces service,
9. Background (tracing) information such as name, address, and telephone number of respondent and next of kin, and date of birth, sex, and ethnic background.

B. Manual Coding

Manual recoding of alphabetic information into numeric form was performed in several areas for the Second Follow-Up Questionnaire. Three questions (SQ61, SQ76A-D, SQ93A-D) concerning job area or occupation for 1973 and 1974 were recoded into the corresponding three-digit code specified in the Census Index of Occupations. In addition, the occupation of husband or wife (SQ108) was also coded in the same manner. The complete three-digit occupational classification scheme is presented in Appendix C.1.

Another major area involving recoding of alphabetic data concerned school information. For two second follow-up items (SQ11, SQ33), post-secondary school identification, whether of the college or university type or of the vocational-technical type, was coded into six-digit U. S. Office of Education vendor or FICE codes, using a master index provided by OE. As before, the alphabetic data for school names and locations were retained in the file. Fields of study (SQ19, SQ20, SQ23BB, SQ23CB, SQ23GB, SQ66BB, SQ66CB, SQ66GB) reported by respondents who attended school during the post-high-school period were recoded into HEGIS categories, using both the four-digit academic subdivisions provided by the HEGIS taxonomy and the six-digit HEGIS technological and occupational scheme (see Appendices C.2 and C.3 for listings of six-digit field of study codes).

Various specific questions in the second follow-up instrument were given special editing or coding. This special editing consisted of editing of alphabetic answers, multiple response resolution, contextual checking of some answers (see below, SQ20 and SQ147), and special coding for combined answers to some items. The paragraphs below discuss the items involved, the procedures used, and refer to appendices which contain more detailed information.

In the Second Follow-Up Questionnaire there were 24 questions which included an "other" option which gave the respondent the opportunity to write in a special category to fit his particular situation. In every case where possible, the "other" choice (when selected by the respondent) was reclassified by manual editing into the closed-choice options provided. Where this was not obvious or logical, the "other" option was retained in the coding, but the alphabetic description was not included on the data file. However, for eight of these 24 questions (SQ7, SQ12, SQ27M-SQ27U, SQ34, SQ43, SQ47, SQ50, SQ59), new categories were created from "other" responses and assigned codes, thus eliminating alpha data for these eight items. A list of these items with newly created categories and their respective codes is presented in Appendix C.5.

Specific questions in each Second Follow-Up Questionnaire were manually edited to insure only one response to these items. However, some respondents gave more than one answer to a question even though asked to give only one. Two editing procedures--(1) averaging, and (2) choosing either the highest or the lowest answer, depending on the question--were used to resolve those questions with multiple responses. In questions with more than one answer, usually involving a range of hours or dollars, the average of the given values was computed and prefixed with the digit "8" to denote editing. For example, if the respondent answered the question "How many hours did you usually work at this job in an average week?" by saying "30-40 hours," then the edited response would become 835. For 15 second follow-up questions with more than one response, either the highest value or the lowest value was selected and again prefixed with the number "8."

Another type of multiple response editing concerned second follow-up question 20. Special editing procedures were employed if the response to SQ20 included more than one field of study. In this case the field of study or training entered in SQ19 was used as a guide for selecting the appropriate answer to SQ20. Again, the edited response was denoted by using the number "8" as a prefix. A complete list of the second follow-up items treated in this manner and the editing procedures for the various resolutions is presented in Appendix C.7.

For two second follow-up questions (SQ44 and SQ113), two additional response categories were created to accommodate grouped responses to these questions. The first category (SQ44FA, SQ113DA) defines the combination of existing response options; and the second category (SQ44FB, SQ113DB), the dollar amount for the respective groupings. For example, in SQ44, if $5,000 was the amount given for "tuition and fees" and "books and supplies" (A and B), the $5,000 would become the response for SQ44FB, with a code denoting the combination of tuition and books entered in SQ44FA. Numerical codes were assigned all possible response combinations for these two questions. A complete list of possible groupings and their respective codes is presented in Appendix C.9.

Special treatment was given to second follow-up question 142. This item called for only one response, but in a few hundred cases more than one answer was given. Because of these cases, a second item was created. Hence, item 142 has two parts--SQ142A and SQ142B. The first answer appears in SQ142A and the second, if given, appears in SQ142B (the first item encountered in the list was considered the first answer). Special manual editing was also used in SQ147. If "yes" was the response with no explanation given, the response was coded "2." However, if answered "yes" with an explanation, then the response received a code of "3."

A final type of editing involved assigning numeric codes to the various branches of the Armed Forces and several military speciality codes. A numerical code was established for each branch of the Armed Forces. If SQ122 was answered, the response was assigned a corresponding numerical code. A list of these military codes appears in Appendix C.6. Additionally, questions 125 and 126B were assigned military speciality codes.[*] Also, question 126A, concerning military pay grades E1 though E9, was coded numerically as indicated by the list of codes in Appendix C.12.

C. Telephone Follow-Up

The telephone follow-up procedures used in the first follow-up were implemented for the second follow-up as well. Specially trained telephone operators were responsible for contacting sample members and clarifying discrepancies, omissions, or inconsistencies in the body of the questionnaire. Approximately 40 percent of the questionnaires returned by mail failed edit and approximately 16 percent of those returned by field interview staff failed edit. Over 93 percent of the questionnaires scheduled for error resolution through telephone follow-up were successfully completed. The fail-edit rates for second follow-up instruments, both mail and interview, were considerably higher than those observed in the first follow-up.

D. Direct Data Entry Operations

Second follow-up questionnaire data were keyed directly onto magnetic cassette tapes by operators through a direct data entry terminal. As in first follow-up, the terminals were programmed to provide rudimentary range checking and field width checks. Additionally, all ID numbers as well as field of study and FICE codes received check digits which were automatically verified in the data entry process.

The completed NLS questionnaires received at RTI as a result of the mail survey or field interview efforts were grouped into batches of not more than 50 questionnaires each, with occasionally as few as 20 being assigned a batch number. Questionnaires were subsequently identified and accounted for by the batch control form which details the action on each questionnaire within the batch.

Questionnaires were routed to direct data entry in batches and were assigned and controlled by the batch as a unit. An operator was assigned a batch and completed the keying for all questionnaires in the batch.

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[*] These military codes are listed in a Department of Defense publication, Occupational Conversion Table, Enlisted, Office of the Assistant Secretary of Defense, Manpower, and Reserve Affairs, DOD 1312.1-E, DA PAM 611-12, March 1974.

Assignment of batches was performed in a sequential manner when possible; as a batch was completed, the operator was assigned the next highest batch number that had been routed to this station. Operators keyed in this batch number, the date of keying, and their own unique operator number in addition to the NLS respondent's data for each questionnaire that was keyed. A single NLS questionnaire and its identifying information occupied a multi-record data entry file.

Each batch was then assigned to a supervisor for verification and correction of "key" items, a series of questions that had been designated as critical questions and which warranted a 100 percent check of all entered data. Errors found in the key questions were corrected on the tape, and a record was made of the number and type of error by operator. Errors detected by this 100 percent check of key questions represented less than .50 percent, when calculated as field errors detected/total fields keyed.

When the initial keying was completed and the key questions verified and corrections made, a random sample of questionnaires was selected for complete rekeying. This selection procedure consisted of drawing three (initially a 3 percent sample was selected) random numbers of two digits each. All questionnaires with ID numbers having the same first two digits as one of the selected random numbers were removed from the batches. These questionnaires were then rekeyed twice, each by a different operator.

The data entry procedure for these rekeyings was indentical to the initial keying. Problems of interpretation and readability were handled identically for rekeying as for initial keying. This was, therefore, a completely blind rekey effort and should provide accurate estimates of keying error.

Records from questionnaires that had been rekeyed were compared variable-by-variable and character-by-character with the initially keyed record for same questionnaire. This comparison was made by a computer program which identified the variables and characters that were not keyed exactly the same. The master keying of a variable or character was considered correct if matched by at least one of the two rekeys. Thus, an initial indication of the errors in the master keying was given by a simple count of the number of rekeyed variables and characters for which neither rekey matched the initial keying. These counts were converted to error rates by calculating the number of keyed variables or characters and dividing the number of errors by this calculation. A summary of the results based on a sample of 649 questionnaires (records) is presented in Table 9. For each Second Follow-up Questionnaire there were 46 key variables, 429 non-key variables, 99 key characters, and 935 non-key characters.

III. THIRD FOLLOW-UP DATA PREPARATION AND ENTRY

Third follow-up instrument processing followed a procedure similar to that for previous follow-ups. All returned instruments were sorted, batched, counted, and routed to the pre-machine edit station. As editing of key items was completed, questionnaires that passed the minimum edit specifications were passed to data entry, while those instruments failing edit were forwarded to telephone tracing for error resolution. After telephone follow-up, the updated questionnaires were scheduled for data entry. The manual editing, coding, and data entry processes are described in the following sections.

A. Manual Pre-Machine Editing

As in previous follow-ups, the pre-machine editing process involved defining a set of "key" or critical questionnaire items and editing these items for consistency and completeness. A list of third follow-up critical and supporting items is presented in Appendix B. These manually edited key items fell into the following categories:

1. Activity in October 1972, 1973, 1974, 1975, and 1976,
2. Activity expectations for October 1977,
3. Jobs in October 1975 and October 1976,
4. Certificate, license, diploma, or degree earned prior to October 1976,
5. Highest level of education as of October 1976,
6. Classes or courses from October 1974 to October 1976,
7. Types of schools attended,
8. Actual or intended field of study,
9. School finances from fall 1974 to summer 1976,

Table 9

SECOND FOLLOW-UP DIRECT DATA ENTRY ERROR RATE SUMMARY

Variable/ Character	Total Number of Variables/ Characters	Number of Errors	Estimated Error Rate Percent (%)	Standard Error of the Estimate
Key variables	29,854	23	0.077	.01579
Non-key variables	278,421	672	0.241	.02095
Key characters	64,251	43	0.067	.01395
Non-key characters	606,815	1,207	0.199	.01717

10. Graduate or professional school,
11. Training programs since October 1974,
12. Armed Forces service,
13. Marital status in October 1976,
14. Spouse's activity in October 1975 and October 1976,
15. Estimate of income for 1975, 1976.

B. Manual Coding

In several areas of the Third Follow-Up Questionnaire, manual recoding of alphabetic information into numeric data was performed prior to data entry. Three questions (TQ13A-D, TQ35A-D, TQ111) concerning job area and occupation since October 1974 were assigned corresponding three-digit occupational codes specified in the Census Index of Occupations. Spouse's occupation (TQ132A-D) was coded in the same manner. The complete three-digit occupational classification scheme is given in Appendix C.1.

Another major area of the third follow-up instrument requiring numeric coding of alphabetic data concerned school information. Three third follow-up items involving postsecondary school identification (TQ53, TQ67, TQ103), whether for colleges or universities or vocational-technical institutions, were assigned six-digit U. S. Office of Education vendor or FICE codes using a master index provided by OE. School names, addresses (city and state only), and FICE codes for all NLS instruments (first follow-up, second follow-up, and third follow-up) have been retained as variables on the 1978 data file. The user should be aware of these alphabetic fields and use the appropriate computer techniques to process them.

Actual or intended fields of study* reported by respondents who attended school during the post-high-school period were recoded into HEGIS categories as for previous follow-ups, using both the four-digit academic subdivisions provided by the HEGIS Taxonomy and the six-digit

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* Field of study codes were assigned as necessary to the following third follow-up items:

TQ48AD
TQ48BD
TQ48CD
TQ48DD
TQ48ED
TQ48FD
TQ48GD
TQ61
TQ62FS
TQ64BB
TQ64CB
TQ64IB
TQ64JB
TQ74
TQ75FS
TQ77BB
TQ77CB
TQ77IB
TQ77JB
TQ103AFS
TQ103BFS
TQ103CFS

HEGIS technological and occupational classifications. A complete listing of the six-digit field of study codes in numerical order is presented in Appendix C.2, while a similar listing of fields of study in alphabetical order appears in Appendix C.3.

As in the second follow-up, some respondents gave more than one answer to a question even though asked to give only one. Multiple responses to specific third follow-up questions were resolved through two editing procedures--(1) averaging, and (2) choosing the highest answer, depending on the questions. For certain items with more than one answer given and which require a numeric response (e.g., hours worked, number of employers, income), the average of the given values was computed and prefixed with the digit "8" to denote editing. For example, if the respondent's answer to the question "In an average week, approximately how much did you earn at this job?" was "$200-300," the edited response would become $800250. (The digit "8" should appear in the left-most field position to allow for editing of the largest possible item response.) For items requiring multiple response resolution by choosing the highest answer, this chosen value was again prefixed by the digit "8." A complete list of third follow-up items with resolvable multiple responses and the editing procedures employed for error resolution are given in Appendix C.8.

An additional multiple response editing procedure was employed for third follow-up questions 62 and 74. If the response to TQ62 included more than one field of study, the training area or field of study given in TQ61 was used as a guide for selecting the appropriate answer to TQ62. Similarly, if the respondent gave more than one field of study for TQ75, the field of study or training area entered in TQ74 was used as a guide in determining the appropriate response for TQ75.

For 30 third follow-up questions, an "other" option was provided for the respondent to write in an answer when none of the given responses fit his particular situation. When applicable, this "other" response was reclassified by manual editing into the closed-choice categories provided. Otherwise, the "other" option was retained in the coding, but the alphabetic description was not included on the data file. However, for 12 of these 30 questions (TQ23, TQ54, TQ58, TQ68, TQ82, TQ84, TQ91, TQ93, TQ105, TQ106, TQ107, TQ109), the alphabetic information not reclassified by manual editing was included in the data entry process.*

For third follow-up items 89A, 89B, and 99, two additional response categories were created to accommodate grouped or combined responses to these questions. The first category (TQ89GAA, TQ89GBA, TQ99GA) defines the combination of existing response options designated by the respondent; and the second category (TQ89GAB, TQ89GBB, TQ99GB), the dollar amount for the respective groupings. For example, in TQ89A, if the respondent indicated that $2,000 was the amount spent on "tuition and fees" and "housing and meals," the $2,000 would be entered as the response for TQ89GAB, with a code denoting the combination of tuition and housing entered in TQ89GAA. Numerical codes were assigned all possible response combinations for these two questions. A complete list of possible groupings and their respective codes is given in Appendix C.10.

Several third follow-up items required the assignment of numeric values to the various branches of the Armed Forces and to military speciality codes. As in the second follow-up, a numerical code was established for each branch of the Armed Forces. If the respondent answered TQ119, the response was assigned a corresponding numeric code. A list of these military codes is presented in Appendix C.6. Three-digit military speciality codes** were assigned questions 122 and 123, indicating the respondent's specialized schooling program and/or primary military speciality code. Military pay grades E1 through E9 and 01 through 02 given in TQ124 were also assigned numeric codes. These classifications are given in Appendix C.12.

Special treatment was given to several third follow-up items due to the nature of the question and/or the response pattern. In TQ44, only one response was called for by the written instructions. However, several hundred multiple responses to this item resulted in the creation of TQ44X and TQ44Y. The first response for TQ44 appears in TQ44X and the second, if given, in TQ44Y (the first item encountered in the list was considered the first answer). Special editing procedures were also used for four additional third follow-up questions (TQ146, TQ149, TQ156, TQ157). For TQ146, if "yes" was the response with no explanation given, the item was coded "2." However, if "yes" was accompanied by an explanation, the response was coded "3." Questions 149, 156, and 157 were treated in a similar manner. For these items (TQ149E, TQ156E, TQ157G) if a description or comment by the respondent is given, this response is coded "1." However, the alphabetic description is not included on the data file.

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* Alphabetic responses for these 12 questions were deleted from the data file due to the volume of the NLS data collected from all instruments. However, lists of these responses are provided in Appendix Q.

** These military codes are listed in a Department of Defense publication, Occupational Conversion Table, Enlisted, Office of the Assistant Secretary of Defense, Manpower, and Reserve Affairs, DOD 1312.1-E, DA PAM 611-12, March 1974.

Additional editing was required for each part of third follow-up question 103. Indicators (TQ103AIN, TQ103BIN, TQ103CIN) denoting the presence or absence of respective FICE codes were computer generated and added to the data file. (A value of "1" for the indicators denotes the presence of a FICE code, with a "0" indicating its absence.) The creation of these indicators was a necessary addition to the data file since these variables serve as routing items for the FICE codes.

C. Telephone Follow-Up

Telephone follow-up procedures similar to those used in previous follow-ups were employed for third follow-up error resolution on fail-edit questionnaires, both from mail and field returns. Telephone operators were responsible for contacting sample members and clarifying discrepancies, omissions, or inconsistencies in the questionnaire. Approximately 61 percent of the questionnaires returned by mail failed manual pre-machine edit and required telephone follow-up; field interview questionnaire returns resulted in an 18 percent fail-edit rate. Almost 93 percent of the fail-edit questionnaires were corrected during the telephone follow-up activity. The overall fail-edit rate for third follow-up (54 percent) was higher than for second follow-up. This higher error rate may be attributed to three major factors: (1) data was sought for a two-year time period in the third follow-up as compared to a one-year period in the second follow-up, (2) a larger number of key and supporting items were checked in the third follow-up than in the second follow-up, and (3) during the third follow-up a cross-year check was made on the kind of certificate, diploma, or degree the sample members had earned since leaving high school.

D. Direct Data Entry Operations

Third follow-up questionnaire data were keyed directly onto magnetic tapes by operators through programmable direct data entry terminals. The primary advantage of direct data entry is the ability to perform certain range checks on data at the time of entry. Direct data entry eliminates the need for most manual coding as well as rekey verification required in standard key-punch operations and results in a lower error rate. The basic procedure for determining data entry error rates consisted of selecting a 3 percent sample from each of eight batches for a total of 591 questionnaires and rekeying each questionnaire two times.

Completed third follow-up questionnaires were routed to direct data entry following pre-machine editing. After initial keyings of the questionnaires were completed and corrections made, the data from completed batches were transmitted from direct data entry files to magnetic tapes. In this process, any duplicate records resulting from double keyings were eliminated from the file and a check was made to insure only the transmission of completed questionnaires. At the same time a computerized 3 percent sample from the eight batches of transmitted questionnaires was selected for rekeying such that each transmitted record had an equal probability of selection in the sample. A computerized list of NLS respondent ID's and corresponding batch numbers for selected questionnaires was produced. These questionnaires were then rekeyed twice, each by a different operator.

An initial sampling rate of 3 percent was set to obtain at least 25 sample records per week and keep the additional cost of the rekeying effort to a reasonable magnitude. For NLS the above sample size provided reasonably good overall estimates as well as sufficient continued monitoring of the quality of the keying operation. This sampling plan resulted in eight independent samples yielding a total of 591 sets of triplicate questionnaires.

The triplicate records were compared variable-by-variable and character-by-character (excluding open-ended questionnaire items). This comparison was made by a computer program which identified the variables and characters that were not keyed in exactly the same manner. As in the second follow-up, the master keying of a variable or character was considered correct if matched by at least one of the two rekeys. Thus, an initial indication of the errors in the master keying was given by a simple count of the number of rekeyed variables and characters for which neither rekey matched the initial keying. These counts were converted to error rates by calculating the number of keyed variables or characters and dividing the number of errors by this calculation.

Calculations of the total error rates, over samples and operators, based on the sample of 591 questionnaires (records) resulted in an estimated variable error rate of .209 percent (based on 413,109 keyed variables) and an estimated character error rate of .194 percent (based on 1,160,133 keyed characters).

An additional data entry activity was instituted to insure extremely high accuracy in keying the biographical data (Section G of the Third Follow-up Questionnaire). Biographical data from each questionnaire were keyed twice by different operators. The two keyings were compared by a computer program which performed a character-by-character match within specified biographical items. If both keyings matched, the information was assumed to be correct and the master keying was accepted. If any discrepancies were detected, a printout of both keyings was produced for visual comparison. Editors then referred to hardcopy for resolution of differences and coding of corrections. In most cases, one entire record was identified as acceptable. If neither record was entirely correct, the editors coded the correct information. Corrections were entered by direct data entry to correct erroneous items.

IV. ERROR AND MISSING DATA CODES

A set of standard "error" codes were defined and applied uniformly across the file (except as noted below concerning code 95) to indicate certain common classes of erroneous or missing data. These codes are listed below:

93 - Partial response. This code is used only for questions in the First Follow-Up Questionnaire which employ the two-column response format (e.g., question 1).* Each of these questions consists of a set of sub-items and requires the respondent to indicate whether each sub-item applies or does not apply. If the

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* The following first follow-up questions recieved 93 codes: 1, 16, 22A, 24, 29B, 31, 35, 38, 44B, 48B, 54B, 62, 63, 71, 76.

respondent answered at least one, but not all, of the sub-items for a question of this kind, then those unanswered sub-items were coded 93 to indicate a partial response to the question.

94 - Don't know. This code indicates a written response by the respondent indicating he did not know the answer.

95 - Out-of-range response. This code is used when the response or transcription exceeds the specified field width. Additionally, for the second follow-up items in Table 11 and third follow-up items in Table 12, 95's were assigned to values outside the listed ranges. This code is described more fully in the following section.

96 - Multiple response. This is used if the respondent gave several answers to a question when the directions called for only one, and the multiple response could not be resolved.

97 - Refusal. The respondent refused to answer an item either by written statement or in the interview.

98 - Blank, or nonresponse. This code represents nonresponse in all cases other than those identified as legitimate nonresponse (see below).

99 - Legitimate nonresponse. This is used when the respondent should not have answered the question and did not, i.e., he was routed around an item. As well, if the respondent did not answer an entire instrument, then all fields representing that instrument were coded 99.*

The above codes apply to data items with two-digit fields only; there are items requiring larger field widths. Thus, for items with three-digit fields, the error codes have two leading nines followed by the appropriate digit indicating the particular class of error--that is, 993 through 999. For four-, five-, and six-digit fields, the number of leading nines was increased accordingly.

V. MACHINE EDITING PROCEDURES

Following the data entry process, an extensive machine edit of all NLS data was necessary in preparing the release files for public use.

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* Both the 98 and 99 codes are further defined, with examples, in Section V.C.

This machine edit process involved rigorous checking of all routing patterns within an instrument (not just skip patterns containing "key" or critical items) as well as range checks for all items and the assignment of error and missing data codes as necessary. "Hard copy" or source document checks were required in some cases for error resolution. As a result, the final data file contains only (a) valid response codes,* (b) error or missing data codes, and (c) "logically recoded values" including, in each case, an indicator for the reasons for such a recode (see Section C concerning routing checks).

Three sequential machine editing programs were employed and are described below. (These programs were not applied to the NLS base-year data, since these data were already subjected to editing procedures employed by the previous contractor. The base-year data were simply reformatted, and in some cases recoded, to achieve consistency with the first follow-up data on the file.)

A. Range Checks

The first program in the editing sequence dealt with out-of-range data. This program checked the responses to each fixed-response item against a specified range of acceptable values, "flagged" any value that fell outside of this range, and recoded each flagged datum to 95 to indicate the occurrence of an out-of-range response. It should be noted that this recoding procedure was applied to fixed-choice items only. In the first follow-up, acceptable ranges were also specified for 71 free-response items calling for numeric data, and the frequency of responses outside these ranges has been tabulated in Table 10. This table lists the 71 free-format items and the ranges that were established for each question. In almost all cases, there were some responses observed outside of these ranges. In general, these responses were logically possible but were considered highly improbable. The frequency counts of data that occurred outside of these ranges are also listed in Table 10. Appendix K lists in detail the range and frequency of these data. It is recommended that the user make his own decisions as to what are acceptable data for these

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* The 71 free-format items in the first follow-up include responses outside the specified range of acceptable values.

Table 10

ACCEPTABLE RANGES AND NUMBER OF OUT-OF-RANGE DATA FOR FIRST FOLLOW-UP FREE-RESPONSE NUMERIC ITEMS

Question Number	Range	Frequency	Question Number	Range	Frequency
FQ3A	1-12	6	FQ47BB	0-9000	1
FQ3B	71-73	15	FQ47CB	0-9000	0
FQ7B	1-12	6	FQ47DB	0-9000	0
FQ7C	67-74	2	FQ47EB	0-9000	0
FQ8B	1-4	1	FQ47FB	0-9000	0
FQ11A	0-20000	37	FQ47GB	0-9000	0
FQ11B	0-20000	16	FQ49FA	1-12	7
FQ11C	0-20000	27	FQ49FB	63-74	24
FQ11D	0-20000	6	FQ50A	1-50	710
FQ11E	0-6000	6	FQ50B	0-1000	69
FQ11F	0-6000	1	FQ55FA	1-12	6
FQ11G	0-10000	6	FQ55FB	63-72	160
FQ11H	0-10000	0	FQ55GB	1-12	27
FQ27AA	1-12	3	FQ55GC	72-74	40
FQ27AB	68-73	8	FQ56A	1-50	552
FQ27C	0-50	37	FQ56B	0-1000	66
FQ33AA	1-12	2	FQ58A	0-52	51
FQ33AB	68-72	125	FQ58B	0-52	2
FQ33C	0-50	57	FQ58C	0-92	0
FQ40CA	1-12	0	FQ66B	1-12	1
FQ40CB	68-74	3	FQ66C	68-74	0
FQ40DB	1-12	1	FQ66D	1-12	1
FQ40DC	68-74	0	FQ66E	69-72	4
FQ41CA	0-992	0	FQ67A	1-12	2
FQ41CB	0-92	0	FQ67B	72-74	7
FQ41CC	0-120	19	FQ74B	1-12	3
FQ46AA	0-9000	1	FQ74C	68-74	22
FQ46AB	0-12	173	FQ82DA	0-9000	0
FQ46BA	0-5000	17	FQ82DB	0-9000	0
FQ46BB	0-2000	62	FQ82DC	0-9000	0
FQ46BC	0-1000	38	FQ83DA	0-9000	0
FQ46BD	0-1000	65	FQ83DB	0-9000	0
FQ46BE	0-1000	106	FQ83DC	0-9000	0
FQ46BF	0-9993	0	FQ84DA	0-9000	2
FQ46BG	0-4000	29	FQ84DB	0-9000	0
FQ47AB	0-9000	3	FQ84DC	0-9000	1

items, using as guidelines the ranges set forth in Table 10. It was felt that in some cases these outlying responses may provide additional information and that it was best to leave them in the file to provide as faithful a transcription of the original records as possible.

In the second follow-up range editing, acceptable ranges were defined for 60 items. The ranges for these items are presented in Table 11. The second follow-up range editing was somewhat different than first follow-up in that values observed outside these specified ranges were recoded to an error code (95). The ranges specified for second follow-up items were considerably wider than those used in the first follow-up (compare Tables 10 and 11).

Third follow-up range editing followed the procedure employed for second follow-up, in that responses exceeding previously defined ranges received an error code (95). Acceptable ranges were specified for 163 third follow-up free-response numeric items. These items and their respective ranges are listed in Table 12.

The exclusion (or recoding) of values outside the specified ranges for second follow-up and third follow-up items was considered to be reasonable since values beyond these bounds were highly suspect. Hence, no values exceeding these ranges appear on the data file for these second and third follow-up questionnaire items.

B. Consistency Checks

The second program of the machine editing sequence was concerned with checking the consistency of an individual's responses over the entire questionnaire. For the first follow-up, a set of 94 internal checks, or response comparisons, were selected on an a priori basis for this purpose. In the second follow-up instrument, two sets of consistency checks were defined. The first set deals with manually edited questionnaire items (key items), while the second set deals with those items not subjected to manual edits. A similar set of checks was defined for the third follow-up. The first check is composed of manually edited questionnaire items, while the second set includes many items which received no manual edit. The consistency program read the responses comprising each individual's record and tallied those consistency checks which were failed. As will be described in a later section, indices were subsequently computed for each

Table 11

ACCEPTABLE RANGES FOR SECOND FOLLOW-UP FREE-RESPONSE NUMERIC ITEMS

Question Number	Range	Question Number	Range
SQ14A	1-12	SQ76FA	1-12
SQ14B	65-74	SQ76FB	65-74
SQ15B	1-12	FQ76GB	1-12
SQ15C	73-75	SQ76GC	73-75
SQ17	0-50	SQ77	0-96
SQ23BC	74-80	SQ78	0-3700
SQ23CC	74-80	SQ89	0-60
SQ23DB	74-80	SQ90	0-900
SQ23EB	74-80	SQ93EA	1-12
SQ23FB	74-80	SQ93EB	65-75
SQ23GC	74-80	SQ93FA	1-12
SQ35AA	1-12	SQ93FB	73-75
SQ35AB	66-74	SQ94	0-96
SQ35BB	1-12	SQ95	0-3200
SQ35BC	73-74	SQ97	0-52
SQ42A	0-160	SQ98	0-52
SQ42B	0-130	SQ99	0-52
SQ42C	0-130	SQ106A	1-12
SQ44A	0-6000	SQ106B	65-75
SQ44B	0-2000	SQ113A	0-250000
SQ44C	0-4000	SQ113B	0-100000
SQ44D	0-5000	SQ113C	0-100000
SQ44E	0-6000	SQ113DB	0-450000
SQ44FB	0-20000	SQ114	0-450000
SQ44FC	0-23000	SQ123A	1-12
SQ45	0-12	SQ123B	68-75
SQ48	0-25000	SQ128B	1-12
SQ51	0-15000	SQ128C	73-75
SQ54	0-30250	SQ146A	1-12
SQ57	0-50550	SQ146B	70-77

Note: Second follow-up range checks were implemented somewhat differently than first follow-up in that values outside the above specified ranges were recoded to error codes (95's).

Table 12

ACCEPTABLE RANGES FOR THIRD FOLLOW-UP FREE-RESPONSE NUMERIC ITEMS

Question Number	Range	Question Number	Range	Question Number	Range	Question Number	Range
TQ13FA	1-12	TQ69B	72-75	TQ91JA	0-5000	TQ99B	0-2000
TQ13FB	63-76	TQ71	0-50	TQ91JB	0-5000	TQ99C	0-4000
TQ13GB	1-12	TQ87A	0-400	TQ91KA	0-25000	TQ99D	0-4000
TQ13GC	76-77	TQ87B	0-200	TQ91KB	0-25000	TQ99E	0-6000
TQ15	0-96	TQ87C	0-990	TQ93AA	0-5000	TQ99F	0-6000
TQ16	0-3700	TQ88AB	0-12	TQ93AB	0-5000	TQ99GB	0-12000
TQ20	0-400	TQ88BB	0-12	TQ93BA	0-5000	TQ99H	0-27000
TQ30	0-60	TQ89AA	0-6000	TQ93BB	0-5000	TQ100A	0-9000
TQ31	0-1000	TQ89AB	0-6000	TQ93CA	0-5000	TQ100B	0-9000
TQ35FA	1-12	TQ89BA	0-2000	TQ93CB	0-5000	TQ100C	0-9000
TQ35FB	64-75	TQ89BB	0-2000	TQ93DA	0-5000	TQ100D	0-5000
TQ36	0-96	TQ89CA	0-4000	TQ93DB	0-5000	TQ100E	0-9000
TQ37	0-3700	TQ89CB	0-4000	TQ93EA	0-5000	TQ100F	0-25000
TQ38B	1-12	TQ89DA	0-4000	TQ93EB	0-5000	TQ100G	0-25000
TQ38C	75-77	TQ89DB	0-4000	TQ93FA	0-5000	TQ100H	0-15000
TQ41A	0-52	TQ89EA	0-6000	TQ93FB	0-5000	TQ100I	0-15000
TQ41B	0-52	TQ89EB	0-6000	TQ93GA	0-5000	TQ100J	0-15000
TQ42A	0-52	TQ89FA	0-6000	TQ93GB	0-5000	TQ100K	0-15000
TQ42B	0-52	TQ89FB	0-6000	TQ93HA	0-5000	TQ120A	1-12
TQ43A	0-52	TQ89GAB	0-12000	TQ93HB	0-5000	TQ120B	68-77
TQ43B	0-52	TQ89GBB	0-12000	TQ93IA	0-15000	TQ126B	1-12
TQ48AB	1-12	TQ89HA	0-27000	TQ93IB	0-15000	TQ126C	72-77
TQ48AC	72-76	TQ89HB	0-27000	TQ95AA	0-15000	TQ130A	1-12
TQ48BB	1-12	TQ91AA	0-5000	TQ95AB	0-15000	TQ130B	60-76
TQ48BC	72-76	TQ91AB	0-5000	TQ95BA	0-15000	TQ133	0-96
TQ48CB	1-12	TQ91BA	0-5000	TQ95BB	0-15000	TQ134	0-3700
TQ48CC	72-76	TQ91BB	0-5000	TQ95CA	0-15000	TQ141AA	0-75000
TQ48DB	1-12	TQ91CA	0-5000	TQ95CB	0-15000	TQ141AB	0-75000
TQ48DC	72-76	TQ91CB	0-5000	TQ95DA	0-25000	TQ141BA	0-75000
TQ48EB	1-12	TQ91DA	0-5000	TQ95DB	0-25000	TQ141BB	0-75000
TQ48EC	74-76	TQ91DB	0-5000	TQ97AA	0-15000	TQ141CA	0-7500
TQ48FB	1-12	TQ91EA	0-5000	TQ97AB	0-15000	TQ141CB	0-7500
TQ48FC	75-76	TQ91EB	0-5000	TQ97BA	0-15000	TQ141DA	0-7500
TQ48GB	1-12	TQ91FA	0-5000	TQ97BB	0-15000	TQ141DB	0-7500
TQ48GC	72-76	TQ91FB	0-5000	TQ97CA	0-15000	TQ141EA	0-75000
TQ55A	1-12	TQ91GA	0-5000	TQ97CB	0-15000	TQ141EB	0-75000
TQ55B	72-76	TQ91GB	0-5000	TQ97DA	0-15000	TQ141FA	0-100000
TQ56B	1-12	TQ91HA	0-5000	TQ97DB	0-15000	TQ141FB	0-100000
TQ56C	76-77	TQ91HB	0-5000	TQ97EA	0-25000	TQ145A	1-12
TQ59	0-50	TQ91IA	0-5000	TQ97EB	0-25000	TQ145B	72-77
TQ69A	1-12	TQ91IB	0-5000	TQ99A	0-6000		

Note: As in the second follow-up values outside the above specified ranges were recoded to denote out-of-range responses (95's), thus eliminating values outside the defined third follow-up ranges.

record based on the number of consistency checks failed by the individual. These indices reflect the internal consistency of a record and, therefore, provide the user with a rough indication of the quality of each respondent's data.

C. Routing Checks

The follow-up instruments contain many, and in some cases rather complex, routing instructions. An extensive coding and flagging system has been devised to verify the respondents progress through these patterns. This system labels any respondent errors or inconsistencies that occur.

The first follow-up instrument includes 33 routing questions, with 52 routing items appearing in the second follow-up instrument, and 67 in the third follow-up instrument. A routing question is one that either implicitly or explicitly directs a respondent around other questions in the instrument. The aim of the routing questions is to quickly move respondents around questionnaire sections that do not apply to them. In order to determine if the respondents correctly followed the routing patterns, a routing-check program was developed and implemented. This program read each record and flagged responses to all routing questions which were inconsistent with the subsequent pattern of response. Two kinds of routing flags were used; one indicating the type of inconsistency and the other the level of inconsistency. Three types of inconsistencies have been identified:

1. A first type of inconsistency occurs when the response to a routing item indicates that the questions associated with that item (i.e., contained within the routing pattern) should be skipped but are not (error of commission). When this type of inconsistency was detected, the response to the routing question was recoded by adding 20 to the original response code.
2. A second type of inconsistency occurs when the response to the routing item indicates that the questions associated with that item should be answered but are not (error of omission). Here recoding involved adding 40 to the routing-question response code.

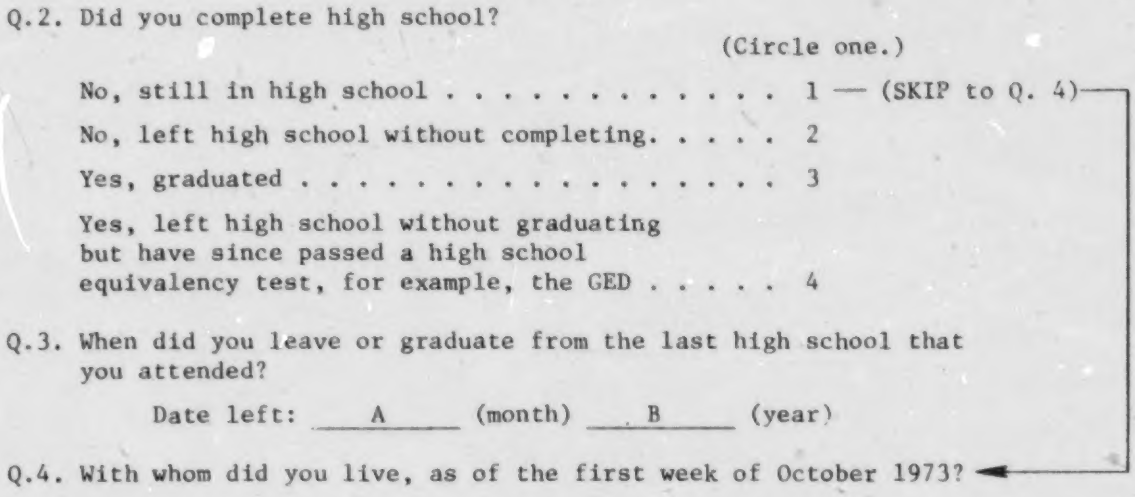
3. The third type of inconsistency is actually a combination of the first two types. This type of inconsistency arises when the response to the routing item indicates that certain questions should be skipped but are not (type one) and other questions should be answered but are not (type two). In these cases, recoding involved adding 60 (20 + 40) to the routing question response codes.

The following examples should provide further clarification of the testing and recoding procedure employed by the routing check edit program.

Consider First Follow-Up Questionnaire, item 2. This question asks if the student is still in high school. If he is not in school, question 3 asks for the date he left. The example in Figure 1 illustrates the routing pattern. If the respondent circles a 1, he is instructed to skip question 3 and continue with question 4. If the respondent circles 2, 3, or 4, he is expected to answer question 3 and then go on to question 4.

There are several possible ways that a respondent can respond inconsistently to this kind of routing question. Appendix D lists the possible responses to the routing questions present in the NLS follow-up instruments and the codes that indicate different patterns of consistent and inconsistent response to each routing question. There are two sets of code lists for each follow-up. One details routing codes, and the other defines the questionnaire items and the routing questions that control them. Again, consider the above example. Reference to Appendix D.1 shows eight possible codes listed for first follow-up question 2. The codes 1, 2, 3, and 4 reflect responses that meet the logical flow of the routing pattern. The codes that have 20 or 40 added to them--21, 42, 43, 44--indicate a violation of the logic of the skip pattern. Code 21 indicates that, even though the respondent circled a 1, he responded to at least one part of question 3. The 40 codes (42, 43, 44) indicate that the respondent failed to answer question 3 even though his responses and the routing pattern directs him to it.

A second, more complex example of the recoding procedure employed by the routing-check program is provided by question 23 in the First Follow-Up Questionnaire. The routing pattern prescribed by this question is illustrated in Figure 2.



Q.2. Did you complete high school?

(Circle one.)

No, still in high school . . . . 1 — (SKIP to Q. 4)

No, left high school without completing. 2

Yes, graduated 3

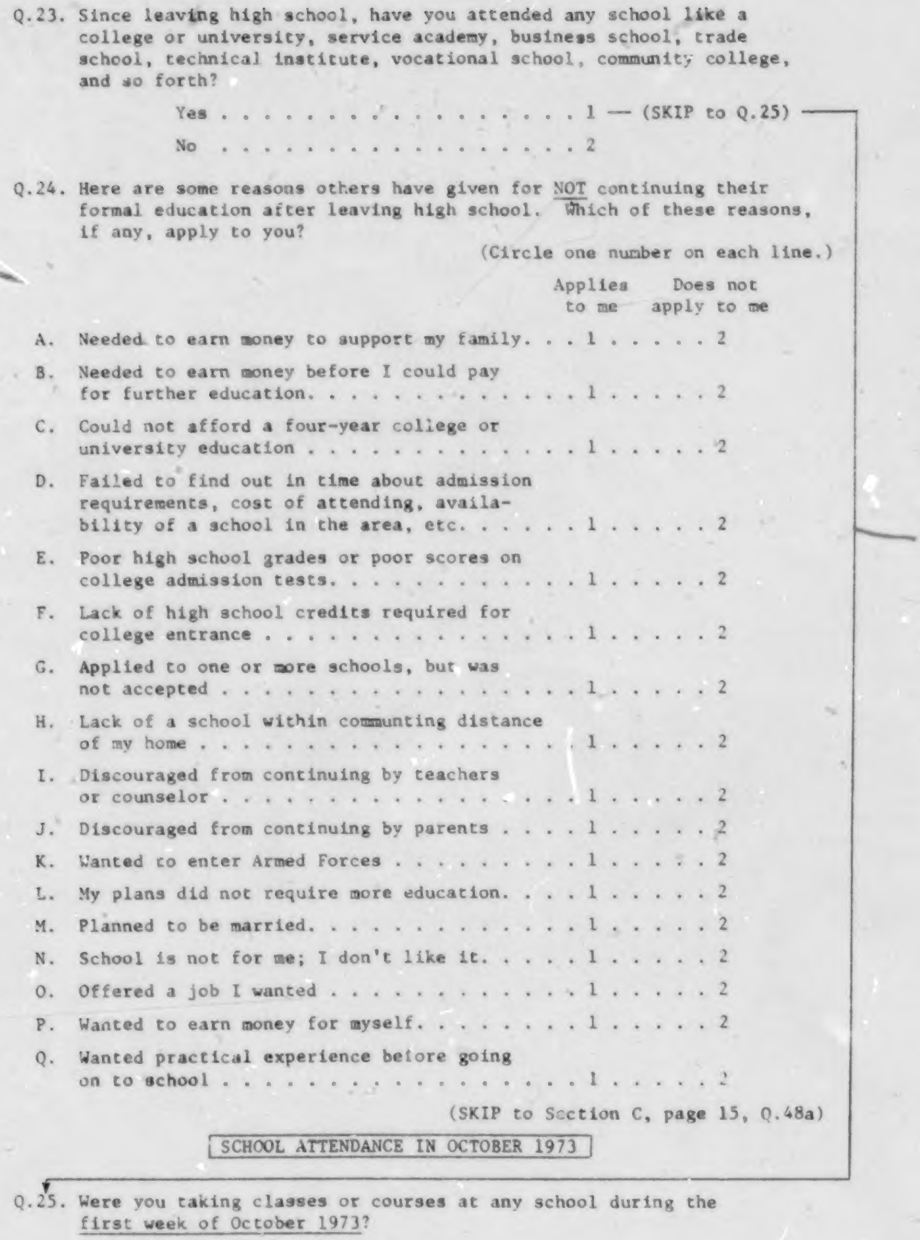
Yes, left high school without graduating
but have since passed a high school
equivalency test, for example, the GED 4

Q.3. When did you leave or graduate from the last high school that you attended?

Date left: ___A___ (month) ___B___ (year)

Q.4. With whom did you live, as of the first week of October 1973?

Figure 1. Illustration of Routing Pattern for First Follow-Up Question 2.



Q.23. Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?

Yes . . . . 1 — (SKIP to Q.25)

No 2

Q.24. Here are some reasons others have given for NOT continuing their formal education after leaving high school. Which of these reasons, if any, apply to you?

(Circle one number on each line.)

		Applies to me	Does not apply to me
A.	Needed to earn money to support my family.	1	2
B.	Needed to earn money before I could pay for further education.	1	2
C.	Could not afford a four-year college or university education	1	2
D.	Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
E.	Poor high school grades or poor scores on college admission tests.	1	2
F.	Lack of high school credits required for college entrance	1	2
G.	Applied to one or more schools, but was not accepted	1	2
H.	Lack of a school within commuting distance of my home	1	2
I.	Discouraged from continuing by teachers or counselor	1	2
J.	Discouraged from continuing by parents	1	2
K.	Wanted to enter Armed Forces	1	2
L.	My plans did not require more education.	1	2
M.	Planned to be married.	1	2
N.	School is not for me; I don't like it.	1	2
O.	Offered a job I wanted	1	2
P.	Wanted to earn money for myself.	1	2
Q.	Wanted practical experience before going on to school	1	2

(SKIP to Section C, page 15, Q.48a)

SCHOOL ATTENDANCE IN OCTOBER 1973

Q.25. Were you taking classes or courses at any school during the first week of October 1973?

Figure 2. Illustration of Routing Pattern for First Follow-Up Question 23.

What makes this example more complex than the previous one is that two sets of items are contained within the routing pattern (see Appendix D.1) and, based on the answer to question 23, the respondent is instructed to answer one set of items but not the other set. Thus, if the respondent circles a 1, he is instructed to skip questions 24A through 24Q (the first set of items) but not questions 25 through 47 (the second set of items). If, on the other hand, the respondent circles a 2, then he is instructed to answer questions 24A through 24Q and skip questions 25 through 47. Appendix D.1 lists eight codes for question 23. A code of 1 or 2 indicates that the individual's responses were consistent with the above instructions. However, if the respondent answered both sets of items, then 20 was added to his routing question response, resulting in a recode of either 21 or 22. If the respondent skipped both sets of items, then 40 was added to his routing question response. Finally, if the respondent incorrectly answered one set of items and also incorrectly skipped the other set of items, then 60 was added to his routing question response code.

One other function of this level of routing-check program is to differentiate between legitimate nonresponse (coded 99) and other nonresponse (coded 98). Legitimate nonresponse is defined as nonresponse to questions that the respondent has been routed around. If a respondent is routed into a block, then any nonresponse to those items is considered illegitimate; that is, he is expected to answer all items in the block. As well, if the routing pattern is answered in a manner inconsistent with the routing instructions (i.e., the routing question response has 20, 40, or 60 added to it), then any nonresponse is considered illegitimate for these items. The only time that nonresponse would be coded 99 (legitimate nonresponse) is when the respondent has an unflagged response to the question that routes him around a group of questions. Again, consider the first example--question 2. If a respondent has a response of 1 (unflagged), then the nonresponse to the two parts of question 3 would be coded 99. If he responds to question 2 with a 2, 3, or 4 and leaves a part of question 3 unanswered, then that nonresponse is coded 98--illegitimate nonresponse. The effect of this coding for nonresponse is to overestimate the illegitimate nonresponse. That is, in cases where a respondent's pattern of response does not indicate clearly which questions he should answer, then the nonresponse in that pattern is coded 98. In some of the more complex routing patterns, nonresponse will be coded illegitimate (98) for a large section of items due to one inconsistency. This implies that the user should be quite careful in interpreting the 98 and 99 codes. For some analyses the user may wish to redefine legitimate and illegitimate skips. Appendix D.2 lists all the questions in the first follow-up that are inside one or more routing patterns. The second follow-up and third follow-up routing patterns are listed in Appendices D.4 and D.6, respectively. In order to determine the legitimacy of nonresponse, one must consider all of the routing questions that cover a given question. Reference to Appendices D.2, D.4, and D.6 will show which routing questions need be checked. A question that does not appear in these listings is not contained within any routing patterns.

The second routing error flag deals with the consistency or inconsistency of a given item, regardless of whether it is a routing item or not, with respect to all other routing items that control it.* But prior to discussing this level of routing error codes it is necessary to describe and define the structural relations that exist in the NLS routing patterns. In general, a routing pattern consists of the routing item, the items internal to the routing item, and the range of items that can be skipped. An example will illustrate these terms. In Figure 3, items A and E are routing items; items B, C, D, E, F, G, H, and I are internal items; item E is both a routing item and an internal item. The range of routing item A is items B through I, and the range of routing item E is F through G. The definitions of external and internal are a function of the range of the routing item. A routing item is external to some other item if and only if the other item is within the range of items that the routing item controls. In the example in Figure 3, routing item A is external to items B through I, and routing item E is external to items F and G. Conversely, items B through I are internal to A and items F and G are internal to both E and A.

Given these definitions, a set of coding rules was developed to label the various routing errors that occurred. It did not seem reasonable to

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* Appendices D.2, D.4, and D.6 detail the items that are controlled by routing items and which routing items are themselves controlled by other routing items.

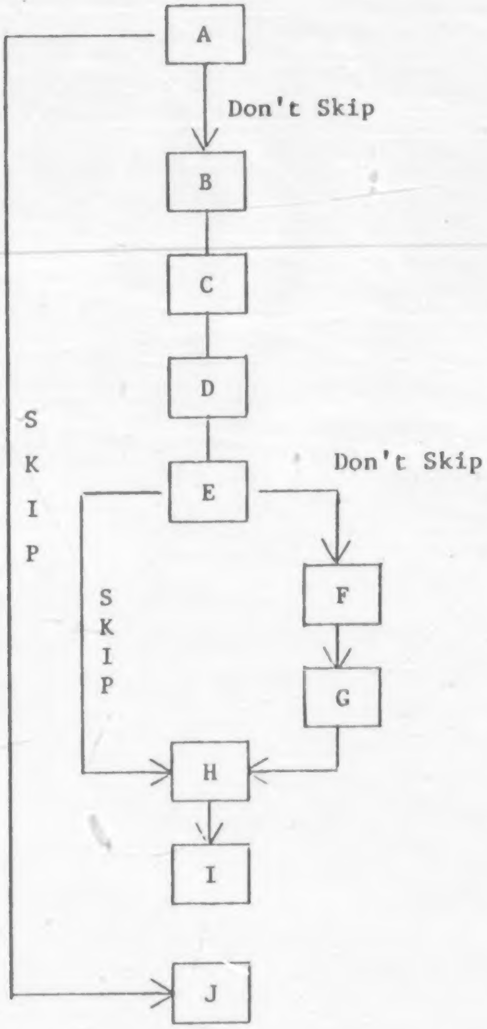

Figure 3. A Doubly Nested Routing Pattern

attempt to code the full complex of information about all the possible patterns of responses leading up to a given item. A simpler solution was the use of a code for each item to indicate consistency (0), inconsistency (1), or multiple inconsistencies (2) with the routing item or items external to it. In the case of the routing items themselves, a code is used to indicate the consistency or inconsistency of the routing item with routing items external to them. Consider the example shown in Figure 3. For routing items A and E there are three possible states each: (1) correct, (2) error of commission, and (3) error of omission. For example, if in the pattern in Figure 3 a respondent had made an error in routing item A; that is, he responded to A in a manner that indicates he should skip and instead he responded to items C, D, E, and G, and in routing item E he also responded as if he should skip, then the codes would be as follows:

> Items B, C, D, F, G, H, and I would be coded with a leading 1 to indicate these items are suspect; item E would be coded with a leading 1 to indicate that this routing item is inconsistent with the routing item that controls the pattern, i.e., item A. As well, both routing items would have the flags already provided by the first level of routing codes to indicate the type of error that exists specific to the single routing pattern.

This method of coding provides two levels of coding. It flags all items as to their consistency with the routing patterns to which they are internal, and it provides special codes for the routing items to give partial information concerning the depth and complexity of the routing violations, if any exist.

A more detailed example may serve to more clearly define the coding methodology. Figure 4 is a schematic outline of a doubly-nested skip pattern with response alternatives assigned (here limited to only two choices) to each item. In Figure 4 each item has two response alternatives--"yes" and "no." The number in parentheses after the "yes" and "no" indicates the basic category codes that would be used to record the answers--1 for "yes" and 2 for "no." In items A and E a "yes" answer indicates the respondent should skip the next set of nested questions. A response of "no" to item A or E indicates that the respondent should go on and answer the nested items.

Given these ground rules, consider the following example. Suppose a respondent has supplied the answers listed in column 2 of Table 13. Given

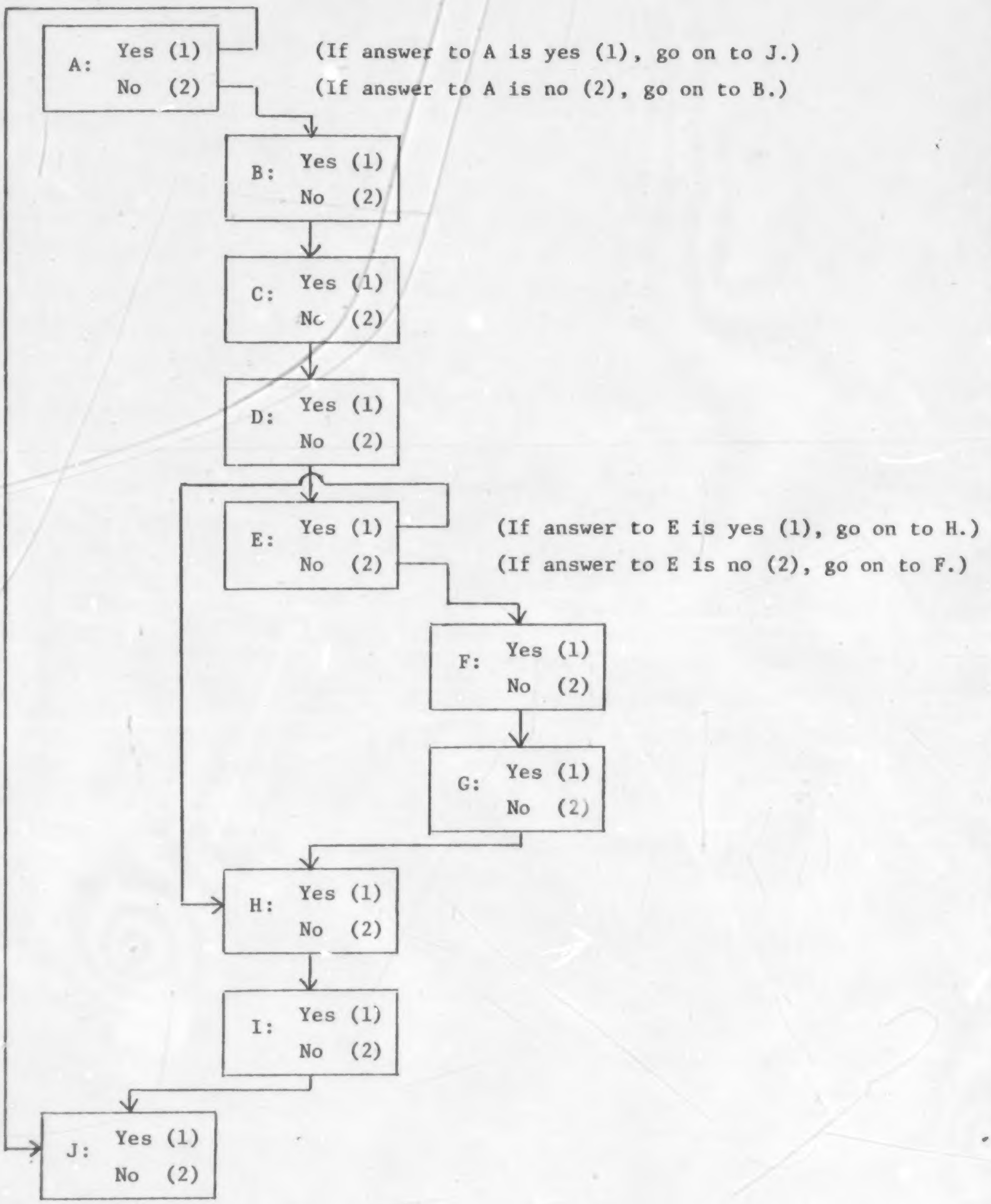

Figure 4. Detailed Doubly Nested Routing Pattern.

Table 13

CODE VALUES FOR THREE DIFFERENT SKIP PATTERN CODING SYSTEMS

1	2	3	4
Item	Response	Code[1]	Two Level Coding System
A	Yes	21[2]	021
B	Yes	01	101
C	Blank	98[3]	198
D	No	02	102
E	No	42[4]	142
F	Blank	98[3]	298[5]
G	Blank	98[3]	298[5]
H	Yes	01	101
I	No	02	102
J	No	02	002

[1] Coding scheme used in level 1 of routing error.

[2] 21 = 20 + 1 since should have skipped but did not.

[3] 98 codes, since external skip pattern was violated.

[4] 42 = 40 + 2 since should not have skipped F and G but did.

[5] The leading 2 codes indicate multiple routing item violations.

these responses, it can be seen that the respondent has violated both the skip patterns in the example. This causes the 20, 40, 60 flags, described earlier, to be used on the routing items; note that these codes are applied only on routing items. The exact flag used is indicated in column 3 of the table. Column 4 of the table presents the additional codes given by the second set of coding procedures. First note that one extra digit, the left-most, has been added to the codes used in column 3. In all cases, the two right-most digits of columns 3 and 4 are the same. Hence, the only additions lie in the use of this extra digit.

In column 4, the new digit is always 0, 1, or 2. A zero indicates that the datum is "consistent" with all external routing items. In the example only items A and I are labeled "consistent." A code of one indicates a given item is "inconsistent" with an external routing item. In the example, items B, C, D, E, H, and I are labeled "inconsistent" because of violations of one external routing item. Items F and G are labeled with a 2 to indicate multiple violations. In general, the left-most byte of each datum is used to indicate this level of routing consistency.

VI. QUALITY AND ANALYTIC INDICES

Two kinds of composite indices--quality and analytic--are included in the NLS data file. The quality indices focus on a single individual and quantify the amount and quality of information present in an individual's record. In contrast, the analytic indices are derived from global considerations of the entire file and serve primarily as classificatory variables which can be used to group individuals. The quality and analytic indices included in the data file are described below.

A. Quality Indices

Quality indices have been developed in order to quantify the amount and quality of data present in each record. A summary of these quality indices for the follow-up questionnaire data are presented in Tables 14, 15, and 16.

1. Consistency Indices

The consistency indices represent the percentage (truncated) of a set of defined consistency checks failed by an individual for a given instrument. The index was computed as follows:

Table 14

FIRST FOLLOW-UP QUALITY INDICES

FFU Consistency Index*		
Index	N	%
0	9574	44.84
1	5781	27.08
2	3204	15.01
3	1321	6.19
4	670	3.14
5	323	1.51
6-31	477	2.23

FFU Out of Range		
Index	N	%
0	20673	96.83
1	443	2.07
2	101	0.47
3	30	0.14
4	31	0.15
5	12	0.06
6-28	60	0.28

FFU Routing Question		
Index	N	%
0	12144	56.88
3-5	4420	20.70
6-10	3292	15.42
11-15	884	4.14
16-25	499	2.34
26-35	81	0.38
36-62	30	0.14

* A low score means consistent response; a score of 0 means no consistency checks failed.

FFU Completion Indices										
% Completion	A		B		C		D		E	
	N	%	N	%	N	%	N	%	N	%
100-91	10150	47.54	10031	46.98	16213	75.94	20716	97.03	16519	77.37
90-81	6127	28.70	3171	14.85	781	3.66	103	0.48	995	4.66
80-71	2354	11.03	1679	7.86	856	4.01	83	0.39	1062	4.97
70-61	1226	5.74	1256	5.88	766	3.59	48	0.22	484	2.27
60-51	285	1.33	943	4.42	395	1.85	22	0.10	287	1.34
50-41	76	0.36	586	2.74	463	2.17	10	0.05	479	2.24
40-0	1132	5.30	3684	17.26	1876	8.79	368	1.72	1524	7.14

Table 15

SECOND FOLLOW-UP QUALITY INDICES

SFU Consistency Index 1*			SFU Consistency Index 2*			SFU Out of Range			SFU Routing Questions		
Index	N	%	Index	N	%	Index	N	%	Index	N	%
0	18878	90.45	0	14446	69.21	0	20608	98.74	0	12316	59.01
2	1583	7.58	4	3978	19.06	1	195	0.93	2-5	5745	27.52
5	311	1.49	9	1468	7.03	2	45	0.22	6-10	2052	9.83
8-16	100	0.48	14	519	2.49	3	11	0.05	11-15	514	2.46
			19	243	1.16	4	4	0.02	16-25	170	0.81
			23-33	218	1.04	5	3	0.01	26-35	60	0.29
						6-32	6	0.03	36-70	15	0.07

*A low score means consistent response; a score of 0 means no consistency checks failed.

SFU Completion Indices												
% Completion	A		B		C		D		E		F	
	N	%	N	%	N	%	N	%	N	%	N	%
100-91	18449	88.39	13863	66.42	14044	67.29	15586	74.67	20107	96.33	17915	85.83
90-81	818	3.92	1254	6.01	601	2.88	1882	9.02	197	0.94	1218	5.84
80-71	111	0.53	929	4.45	888	4.25	1312	6.29	35	0.17	189	0.91
70-61	145	0.69	923	4.42	1574	7.54	416	1.99	135	0.65	75	0.36
60-51	19	0.09	673	3.22	663	3.18	123	0.59	106	0.51	27	0.13
50-41	51	0.24	403	1.93	618	2.96	74	0.35	13	0.06	28	0.13
40-0	1279	6.13	2827	13.54	2484	11.90	1479	7.09	279	1.34	1420	6.80

Table 16

THIRD FOLLOW-UP QUALITY INDICES

TFU Consistency Index 1*			TFU Consistency Index 2*			TFU Out-of-Range Index			TFU Routing Index		
Index	N	%	Index	N	%	Index	N	%	Index	N	%
0	12230	60.86	0	11938	59.42	0	19823	98.66	0	12165	60.55
1	4931	24.54	1	5320	26.48	1	192	0.95	1-2	2736	13.62
2	1800	8.96	3	1757	8.74	2	38	0.19	3-5	3098	15.42
3	577	2.87	5	612	3.15	3-10	36	0.18	6-7	794	3.95
4-6	369	1.84	7	229	1.14	11-14	3	0.01	8-10	649	3.23
7-10	119	0.59	9-21	236	1.17				11-49	650	3.23
11-22	66	0.33									

*A low score means consistent response, a score of 0 means no consistency checks failed.

TFU Completion Indices												
% Completion	A		B		C		D		E		F	
	N	%	N	%	N	%	N	%	N	%	N	%
100-91	17874	88.96	15936	79.32	10472	52.12	19459	96.85	11658	58.02	12335	61.39
90-81	856	4.26	762	3.79	2926	14.56	129	0.64	2743	13.65	5066	25.21
80-71	327	1.63	646	3.22	2278	11.34	51	0.25	2184	10.87	1692	8.42
70-61	289	1.44	1003	4.99	1455	7.24	58	0.29	1719	8.56	266	1.32
60-51	98	0.49	609	3.03	746	3.71	80	0.40	1040	5.18	95	0.47
50-41	113	0.56	308	1.53	604	3.01	24	0.12	416	2.07	33	0.16
40-0	535	2.66	828	4.12	1611	8.02	291	1.45	332	1.65	605	3.01

$$CS = \left(\frac{\sum_{i=1,m} X_i}{m} \right) 100$$

where X_i = 0 if respondent passed check i,
X_i = 1 if respondent failed check i, and
m = the number of checks defined for an instrument or item subset within an instrument.

A consistency index was derived for first follow-up data (FCSIND), based on a set of 94 consistency checks that covered the entire instrument. Two consistency indices were developed for the second follow-up--CINDEX1 and CINDEX2. These indices differentiate between those second follow-up items that were manually edited, CINDEX1, and those that were not, CINDEX2. Index 1 represents the percentage (truncated) of a set of 36 consistency checks and index 2 was computed from data not manually edited and represents the percentage based on a second set of 21 consistency checks. It is evident from the results in Table 15 that responses were considerably more consistent for manually edited data than for data which received no manual edit checks. In the third follow-up, two sets of checks were developed. Again, one was devoted to third follow-up items subject to manual edit (TCSIND1) and the other to nonmanually edited items (TCSIND2). The first index contained 80 checks, and the second 55 checks. The frequency distributions for these two indices are presented in Table 14. The distributions for these two sets of checks are similar and, in general, indicate fairly good within-record consistency. That is, over half the sample failed no checks, and over 90 percent of the sample failed 3 percent or fewer of the checks of either kind.

The consistency check data for third follow-up show some differences from that obtained in second follow-up. The indices reported in Table 16 show no major difference in magnitude between manual and nonmanual editing, and the general levels of both third follow-up indices are lower than in the second follow-up. There are several reasons for these results. Both third follow-up indices were constructed in much greater detail, and many more checks were included than in second follow-up (80 and 55 checks versus 36 and 21 checks). The more intensive checking accounts for the somewhat lower consistency rates for third follow-up.

The lack of difference between the two third follow-ups indices is a result of the type of items that formed the two indices. In essence the two TRU indices are not truly comparable. The nonmanual edit index contains a large number of very simple checks and a number of checks for which only a very small number of respondents were eligible. If two sets of truly comparable checks are constructed for manual and nonmanual edit items the picture portrayed in second follow-up returns. Table 17 displays the resulting figures for a subset of 20 items selected from the third follow-up manual and nonmanual checks which are as comparable as possible. This comparison shows a significant difference between manually and nonmanually edited items as was the case in the second follow-up. The existing quality indices (CINDEX1 and CINDEX2) still function as a guide to within-record quality and to quality ranking of respondents for each category; however, these indices do not serve to differentiate between the utility of either type of edit process because of a lack of comparability among the items within each list.

2. Out-of-Range Index

This index represents the percentage of out-of-range responses for an individual's record for a given follow-up instrument. It was computed as follows:

$$OR = N/D * 100$$

where N = the number of items with response codes of 95 (out-of-range)

and D = the number of items with response other than 99 (legitimate skip).

This was computed in the same manner for all three follow-up surveys. The distributions for these indices (one for each survey--FORIND, ROUTINDX, and TFUORIND, respectively) are tabulated in Tables 14, 15, and 16. In all three surveys, at least 96 percent of the respondents had no out-of-range responses. In general, the allocation of out-of-range codes does not seem to be a problem, although it should be noted that the ranges set for the acceptance of a write-in response were unlimited in the First Follow-Up Questionnaire and were very generous in the Second and Third Follow-Up Questionnaires (see Tables 11 and 12).

3. Routing Indices

These indices, computed identically for each survey, represent the percentage of the routing questions that were ambiguously answered

Table 17

SUBSET OF COMPARABLE CONSISTENCY CHECKS FOR MANUALLY AND NONMANUALLY EDITED THIRD FOLLOW-UP ITEMS

Manually Edited Items			Nonmanally Edited Items		
Number of Checks Failed	N	Percent	Number of Checks Failed	N	Percent
0	17,310	86.23	0	13,927	69.32
1	2,348	11.68	1	4,577	22.78
2	287	1.43	2	1,100	5.47
3	89	0.44	3	290	1.44
4-7	58	0.01	4-8	198	0.98

by an individual (i.e., routing questions which were unanswered or answered in a manner which was inconsistent with the respondent's subsequent pattern of response) for a given instrument. The routing index was computed as follows for each follow-up instrument:

$$RI = N/D * 100$$

where N = the number of ambiguously answered routing questions,

and D = the number of routing questions with response other than 99.

There were 33, 52, and 67 routing patterns in the three follow-up instruments. The variables are labeled as follows: FRINDX, ROUTINDX, and TFURIND for the first, second, and third follow-ups, respectively. The frequency distributions for these variables are presented in Tables 14, 15, and 16. In general, 56 to 60 percent of all respondents proceeded through an instrument without violating any routing patterns, about 20 to 30 percent violated one to five routing patterns, and 7 to 15 percent violated six to ten patterns. In all three instruments there were a small number of respondents who had great difficulty with the routing patterns and violated the routing instructions in more than ten different patterns (3 to 7 percent).

4. Completeness Index

There are five first follow-up completeness indices--one for each major section (A-E) of the First Follow-Up Questionnaire. In the second and third follow-up instruments, there are six completeness indices, one each for the six (A-F) major sections of these questionnaires. For a particular section and instrument, the completeness index represents the percentage of items with valid responses--that is, responses that are not coded as errors or missing data (FFU codes 93-98, SFU and TFU codes 94-98). The index was computed as follows:

$$CIx = N/D * 100$$

where x = the particular section of the questionnaire,

N = the number of items with valid responses (responses other than error or missing data codes), and

D = the number of items with response other than 99.

The first follow-up completion indices are presented in Table 14. They indicate a lower completion rate for Sections A and B as compared to other sections of the first follow-up instrument. For Sections B and C in the Second Follow-Up Questionnaire the completion rates displayed in

Table 14 appear to be lower than for the remaining sections of the instrument. These results are artifactual and may be misleading. The major utility of this index lies in judging the completeness of an individual's responses within a given section of the instrument. The various sections of the instrument vary in complexity, number of routing patterns, and type of information elicited; and due to these differences the index is not as comparable over sections as within sections. Specifically, Section A in the first follow-up instrument contains fewer routing patterns than other sections, and it contains some items (e.g., FQ1G, FQ16F) for which one may expect larger nonresponse. In addition, the coding rules for FQ11 in Section A code all nonresponse as 98 which inflates the nonresponse for this section. Similarly, Second Follow-Up Questionnaire, Section B, also contains some items (e.g., SQ18, SQ25J, SQ37) for which a larger nonresponse is expected. And finally, a similiar pattern of instrument section completion exists in the third follow-up. Sections C, D, and E contain items that have rather high nonresponse, e.g., TQ149AA-TQ149E and TQ156AA-TQ156E in Section E, or are longer and more complex than others, i.e., Section C of the third follow-up. Hence, it is best to examine the distribution of completion indices only within a section. Review of the indices within a section will illustrate the typical completion rate and identify outlying individuals.

In summary, the user should be cautioned that the utility of these quality indices is in the determination of the credibility of individual records. They have little utility for making judgments about data over respondents such as item response, since the real test of item response quality is the over-subjects distribution. These indices should not be considered for discarding subjects unless one's concern is with the entire instrument or subsection.

B. Analytical Indices

Also included in the data file are two composite indices useful for many analyses. One is an ability index, and the other is a socioeconomic status (SES) index.* Each of the indices involves several components and required several steps in its derivation. They are briefly described in the following paragraphs. Since other procedures and components may be employed in deriving such indices, users are encouraged to decide for themselves whether the analytical indices included here are appropriate for their particular needs or purposes.

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* Appendix O for a detailed presentation of the development of both the analytic and composite indices.

1. Aptitude Index

A composite index for general aptitude was computed based upon the ETS developed cognitive tests administered in the base year. Each participant in the NLS, who took the base-year tests, was given a code of 1, 2, or 3 depending upon whether his aptitude composite was in the lower, middle two, or upper quartile range of the observed scores. The base-year tests covered four content areas--vocabulary, reading, letter groups, and mathematics. It was decided that a simple sum over four standardized test scores (each with a mean of 50 and a standard deviation of 10; file variables SCVOCSC, SCPICT, SCLGSC, and SCMSCHT) would suffice as a general index. The cutoff points for the quartiles were as follows:

3 = upper quartile if > 225.7497
2 = middle two quartiles if $\leqq 225.7497$ and $\leqq 181.5461$
1 = lower quartile if < 181.5461

This composite score is file variable APTITUDE.

2. SES Index

Each participant in the NLS was also assigned a code of 1, 2, or 3 depending on whether his SES composite score was in the lower, middle two, or upper quartile range. The cutoffs for the SES index were as follows: 3 = upper quartile if $>+0.4409$, 2 = middle quartiles if $\leqq +0.4409$ and $\geqq -0.4975$, 1 = lower quartile if <-0.4975. The SES composite had five components: father's education, mother's education, parents' income, father's occupation, and household items. These components were first subjected to factor analysis which revealed a common factor with approximately equal weights for each component. Each of the components was then standardized and an equally weighted combination of the five standard scores yielded the SES composite. Both the categorized SES score and the raw score are in the data file. They are labeled SES and SESRAW respectively.

C. Composites

There are several composite variables in the data file. They fall into two basic categories: (a) composite scales--computed from several subitems within a questionnaire, and (b) composite classifiers--computed from several instruments over the various time points of the data collection. The paragraphs below outline their construction.

The composite scales are defined in Table 18. They were computed as the average of the listed items; with the exception of family orientation, all subitems are averaged with positive unit weights. In the computation of family orientation, subitem I has a negative unit weight (i.e., family orientation = B + H - I). If one of the subitems was missing, then the available subitems were averaged. In all cases the scores for the individual subitems are available in the data base if it is desired to recalculate these scales in a different manner.

The composite classifiers were created by combining all sources (instruments) of information to produce the best estimate of these classifiers. These variables are race (CRACE), sex (CSEX), high school program (HSPGM), father's education (CFAED), mother's education (CMOED), father's occupation (CFAOCP), and birthdate (CBIRTHM, CBIRTHD, CBIRTHYR). They were created by examining all sources of pertinent information to produce a single best estimate value for each classifier. It was possible for information to be available from any combination of these sources. The composites served to place in one location a value selected from the available sources. This insures that the maximum number of cases are classified. In addition to selecting from the available sources, checks were made for inconsistencies. Inconsistencies that were found were resolved by hard copy checks or a majority rule.

Table 19 lists the sources of data for these basic classifers. The data were assembled to form the composite by either one of two rules. For all composite classifers except birthdate, a precedence rule was used. That is, the various sources were checked in a prespecified order and the search was stopped when a source contained the desired information. The order of selection of the various components is specified in Table 19 by the number in parenthesis after a given source.* In the case of birthdate all four sources were checked simultaneously and a majority rule was used. That is, in general the year of birth for all four sources was compared

COMPOSIT

Scale	1972 Base-Year Items	First
Self-Concept (CONCEPT)	21A, 21C, 21D, 21H	15A,
Locus of Control (LOCUS)	21B, 21E, 21F, 21G	15B,
Work Orientation (WORK)	20A, 20C, 20E	20A,
Family Orientation (FAMILY)	20B, 20H, 20I	20B,
Community Orientation (COMM)	20F, 20G, 20J	20F,

Table 18

E SCALE VARIABLES

1973 Follow-Up Items	1974 Second Follow-Up Items	1976 Third Follow-Up Items
15C, 15D, 15H	132A, 132C, 132D, 132H	148A, 148C, 148D, 148H
15E, 15F, 15G	132B, 132E, 132F, 132G	148B, 148E, 148F, 148G
20C, 20E	148A, 148C, 148E	151A, 151C, 151E
20H, 20I	148B, 148H, 148I	151B, 151H, 151I
20G, 20J	148F, 148G, 148J	151F, 151G, 151J

SOURCES AND PRECEDENCE F

Composite Variable		
	SRIF	BSYR
High School Program (HSPGM)	Q7(4)	Q2(1)
Race (CRACE)	---	84(1)
Sex (CSEX)	---	Page 1(1
Father's Education (CFAED)	---	90A(1)
Mother's Education (CMOED)	---	90B(1)
Father's Occupation (CFAOCP)	---	---
Birthdate:		
Month (CBIRTHM)	---	Page 1
Day (CBIRTHD)	---	Page 1
Year (CBIRTHYR)	---	Page 1

Table 19

OR CONSTRUCTING COMPOSITE CLASSIFIERS

	Sources of Data			
	FFU	Activity State Survey	SFU	TFU
	86(2)	13(3)	---	---
	95(2)	---	8(3)	---
)	Section F(2)	---	Section G(3)	Section G
	78A(2)	14A(3)	---	---
	78B(2)	14B(3)	---	---
	79(1)	15(2)	---	---
	Section F	Section G	Section G	Section G
	Section F	Section G	Section G	Section G
	Section F	Section G	Section G	Section G

and the year that was the modal year was selected along with its associated month and day. If there were inconsistencies that could not be resolved by a majority rule, manual editing was used in an attempt to select the correct birthdate.

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[*] In the case of CSEX, third follow-up information was not used to update the composite since as of the second follow-up only 29 cases were unclassified. Hence, for these 29 cases and 120 third-follow-up-only respondents, the composite shows no sex information (i.e., it is coded 99). If it is desired to classify the 120 third follow-up cases, this may be done by merging TFUSEX with the composite.

Part 4: Contents and Organization of the Data File

I. OVERVIEW

The data base contained in the release data file consists of 22,652 records. The NLS sample contains 23,451 students, but those students who did not respond to any student instrument (BSYR, FFU, SFU, or TFU) are not included in the data file (there are 799 such cases). Appendix K of this manual contains a complete and detailed listing of the variables and variable frequency distributions in the NLS tape file. The appendix presents, for each variable, the variable number, a short variable label (this matches the variable labels added to the instruments in Appendix A), the tape location, a longer variable title, and a completely labeled frequency distribution for all codes that occur for that variable. The continuous variables or variables with very large numbers of values are presented as condensed frequency distributions. The fields that contain alphabetic information also have condensed frequency distributions. Appendix L contains a subject index of all NLS variables in alphabetic order that relates variables, by subject, to the variable label. This index facilitates location of the various items or indicators in the data file. One additional appendix, Appendix E, serves as an aid to locating variables in the data file. It contains, in numerical order, a list of the short variable labels for each variable in the file.

An examination of the variable list shows that the data in each record fall into the following general categories: identification codes, data indicators, Test Book data, Student's School Record Information Form (SRIF) data, base-year Student Questionnaire data, First Follow-Up Questionnaire data, Second Follow-Up Questionnaire data, Third Follow-Up Questionnaire data, quality indices, sampling weights, analytic indices, and activity states. The organization of the data within a record reflects the temporal order in which data have been added to the file. The great bulk of data items in the NLS files are directly from the various survey instruments. However, a number of derived indices, composites, and indicator variables have been added to the file. These are briefly described below. Appendix J presents an alphabetical listing (by nmenomic label) and description of each data item in the file that is not directly obvious from the questionnaires, with cross-references to other appendices and other sections of the text.

II. FILE COMPONENTS

A. Identification Codes

Two different identification codes appear at the beginning of each record. One student ID code (RTI ID) is a random five-digit number which appears in the first five character positions of each record. The other is a school code (SCHCODE), a random four-digit number, which may be used to group together students from the same high school.

B. Data Indicators

Several indicators have been included in the release file to assist users in processing the data records. Indicators are available that indicate the presence or absence of large blocks of data within an individual record. These indicators are available for the following logical blocks of data: Test Book (TB IND), SRIF (SRIF IND), Base-Year Student Questionnaire (BYSRIND), Sections D through J of the Student Questionnaire (D IND through J IND), First Follow-Up Questionnaire (FFU IND), Second Follow-Up Questionnaire (SFUIND), and Third Follow-Up Questionnaire (TFUIND). As well, the presence of a nonzero weight serves as an indicator for some variables (e.g., Form A or B of the first follow-up).

C. Test Book Data

As noted earlier, each student in the base-year survey was asked to complete a battery of six tests, including: vocabulary, picture number (two parts), reading, letter groups, mathematics, and mosaic comparisons (three parts). Total test scores were computed for each of these tests. In addition, sub-test scores were computed separately for each part of the picture number and mosaic comparisons tests. Thus, the test battery data for each record consists of 11 subtotal and total scores in all. For each test or sub-test, the formula score (FS) was computed from the item response as:

$$FS = R - W/(C-1)$$

where R = number of right responses,
W = number of wrong responses,
C = number of responses to item.

The 11 formula scores are stored in each record. Ten are four-digit scores with two implied decimals; the mosaic comparisons total score is five digits with two implied decimals.

In addition to the formula scores, the test scores were standardized across the sample with a mean of 50 and a standard deviation of 10. These scores range from 1-99; each score is three digits. The standardized scores are more appropriate than the formula scores for forming linear combinations of test scores for analysis.

D. Student's School Record Information Form Data

Data from the SRIF were coded and edited according to the previous contractor's specifications and stored in the data file. The SRIF contains information related to the student's high school records. It covers the student's high school grade average, college admission test scores (SAT, ACT), information concerning courses taken, and major course of study. Certain items from the SRIF contain alphabetic information and must be processed accordingly. For example, the student's average may be numeric or alphabetic depending upon the grading system used by the school. Similarly, the lowest and highest grades used by the high school may be alphabetic or numeric. These variables are labeled SRIFGRCD, SRIFLWGR, and SRIFHGGR, respectively.

The student's percentile rank (%R) in class was computed as follows:

$$\%R = 1 - \frac{\text{rank in class}}{\text{total in class}} \quad 100$$

For some cases, insufficient information was available for the computation of %R. For these cases, estimates were made from regressions of %R on reported (in SRIF) high school grade averages for several different grading systems. Where information was insufficient for making the estimates as well as for computing %R directly, the case was excluded. Table 20 presents estimates of %R for grade averages reported in a number of

Table 20

ESTIMATED GRADE EQUIVALENTS FOR EIGHT REPORTING SYSTEMS

Letter Grade Average	Nonletter Grading System Averages							
		Percentage Grades			Grade Point Averages			
	%R	0-100 N=1,193[*]	50-100 N=269	70-100 N=648	0-4 N=4,633	1-4 N=1,073	1-5 N=101	5-1 N=145
A+	99.7	92.6	92.6	93.7	3.70	3.76	4.70	1.25
A	94.3	91.0	90.8	92.3	3.53	3.57	4.51	1.43
A-	87.9	89.1	88.7	90.6	3.34	3.34	4.29	1.63
B+	87.2	88.9	88.5	90.4	3.32	3.32	4.26	1.65
B	76.5	85.9	85.3	87.9	3.02	3.00	3.94	1.96
B-	63.8	82.8	81.9	85.2	2.69	2.65	3.60	2.29
C+	56.6	81.1	80.1	83.8	2.52	2.49	3.42	2.47
C	43.5	78.4	77.3	81.4	2.25	2.20	3.14	2.77
C-	25.9	75.3	73.9	78.3	1.89	1.86	2.81	3.14
D+	20.8	74.5	73.1	77.5	1.80	1.77	2.72	3.24
D	15.6	73.7	72.4	76.7	1.70	1.69	2.63	3.34
D-	9.4	72.9	71.5	75.7	1.59	1.59	2.53	3.46
F	8.1	72.7	71.4	75.5	1.56	1.56	2.51	3.48

[*] N is the number of cases on which equivalents were established.

SOURCE: ETS Final Report (Contract No. OEC-0-72-0903), "National Longitudinal Study of the High School Class of 1972," U. S. Department of Health, Education, and Welfare, June 1973.

systems. It may also be used to convert grades from one system to another. The procedure used to develop this table was that of nonlinear regression of reported grades on percentile rank in class for numerical grading systems. Letter grade equivalents were obtained by computing the mean percentile ranks for each letter grade. Student averages imputed from this nonlinear regression procedure are labeled in the data records. A more detailed description of this method and its codes is presented in Appendix F.

E. Base Year Student Questionnaire Data

These data were also coded and edited according to the previous contractor's specifications and are located in the data file as variables BQ1 through BQ800.

F. First Follow-Up Questionnaire Data

The procedures used in coding and editing responses to the First Follow-Up Questionnaire are described elsewhere in this manual. The data obtained from this instrument are variables labeled FQ1A through FQ85G.

In almost all cases the various questionnaire items were coded in a format that was a one-to-one match with the instruments. There were two exceptions--first follow-up questions 46 and 47 (FQ46AA through FQ47GB). In question 46B, two additional response variables (FQ46BF and FQ46BG) were added to include cases where a respondent gave a total for a combination of items. Item 46BF is a source code that can have up to four distinct values (e.g., 1234, 1235, 2345) indicating the various combinations of expense categories. As many as five sources are possible, and if all five were checked, a single code of 0006 was used. Item 46BG contains the amount that was reported for the combination shown in 46BF. For example, if a respondent stated he spent $1,500 for tuition and fees and for room and board, it would be coded as follows:

46BF	0012
47BG	1500

The 0012 code in 46BF indicates that the categories of tuition and fees (code 1) and room and board (code 2) were combined.

Question 47 was coded to allow for seven possible pairs of responses. Each response pair consists of two fields on the data file--the first for a source code entry and the second for a corresponding dollar amount entry. The source codes were 01 through 25 as indicated in the questionnaire. Source codes 26 through 30 apply to the major categories SAVINGS OR EARNINGS, INDIVIDUAL SUPPORT, SCHOLARSHIPS OR GRANTS, LOANS, and OTHER, respectively, when the respondent provides a total dollar amount for a category rather than separate dollar amounts for each individual source. Code 31 applies when the respondent provides a total dollar amount for the entire question.

Data from questions 86 through 99 of Form B of the First Follow-Up Questionnaire were recoded and placed in the locations allocated for their corresponding base-year equivalents, as indicated in Table 21.

Table 21

FIRST FOLLOW-UP AND BASE-YEAR EQUIVALENT ITEMS

First Follow-Up (Form B) Question Number	Matching Base-Year Question Number
86	2
87	5
88	8
89A through 89I	10A through 10I
90	27
91	16
92A and 92B	91A and 91B
93	93
94A through 94K	94A through 94K
95	84
96	88
97	92
98	95
99	83

Hence, for some respondents, the base-year Student Questionnaire indicator will indicate that these student data are not present; however, since retrospective information was obtained from Form B, there may be data present for these 14 questions. Weight W2 and the base-year Student Questionnaire indicator taken together will identify those respondents who have retrospective base-year data. That is, if a respondent has a nonzero value for W2 (the extended base-year weight) and a value of 2 for the base-year Student Questionnaire indicator (BSYR IND), then that respondent supplied retrospective base-year data.

G. Second Follow-Up Questionnaire Data

The previous sections of this manual describe in detail the procedures used to edit and code the second follow-up data. The relatively few cases where data is not coded as indicated in the instrument are discussed in Section II.B--Manual Coding. The second follow-up items are labeled SQ1A through SQ153I (see Appendix A).

H. Third Follow-Up Questionnaire Data

Section III of Part 3 describes in some detail the editing and coding of third follow-up questionnaire data. In almost all cases third follow-up items are coded in direct correspondance to the questionnaire format. Each third follow-up item has been assigned a nmemonic code (TQ1A - TQ158IE) to reference it in the data file. A completely labeled TFU questionnaire is provided in Appendix A.

I. Quality Indices

The quality indices relating to the follow-up questionnaires (and described elsewhere) are labeled FCSIND, FORIND, FRINDX, FCIAIN, FCIBIN, FCICIN, FCIDIN, and FCIEIN for the first follow-up; SFUORIND, SFUCIAIN, SFUCIBIN, SFUCICIN, SFUCIDIN, SFUCIEIN, SFUCIFIN, ROUTDNDX, CINDEX1, and CINDEX2 for the second follow-up; and TCSIND1, TCSIND2, TFUORIND, TFURIND, TCIAIND, TCIBIND, TCICIND, TCIDIND, TCIEIND, TCIFIND for the third follow-up.

Each record also contains an inconsistency score for base-year Student Questionnaire data, labeled INCONSC. This score was computed for a set of 37 Student Questionnaire item comparisons. The inconsistency score ranges from 0-4, denoting the number of checks failed.

J. Sampling Weights

A complete description of the computation of student sampling weights was provided in an earlier section of this manual. These weights are labeled W1 though W20 in the data file.

K. School Variable Data

Three variables from the School Questionnaire or school sampling data were selected for inclusion in each student's data record. They are region, type of community, and 1972 senior class enrollment. These variables are labeled REGION, COMMUNIT, and SENIORS, respectively. REGION is a four valued code that divides the nation into four geographic locations (see Appendix G for a list of states within regions). COMMUNIT and SENIORS are recodes of School Questionnaire items concerning the type of community and size of the senior class (items 40 and 2 respectively). Reference to Appendix K will detail the values these variables take on in the data file.

L. Analytic Indices, Activity States, and Composites

These entries in the data file are the SES and ability composites, the SES raw score, the activity state variables for 1972-1976, a planning state variable, and over-instrument composites. The ability raw score is available in the file by taking the sum of the scaled ability test scores. The activity state variables are discussed in detail in Appendix N.

There are several composite variables in the file. These composites represent classifier information pooled over the several instruments, or scales created by averaging several subitems within an instrument. The classifier variables are race, sex, father's education, mother's education, birthdate and father's occupation (CRACE, CSEX, CFAED, CMOED, CBIRTHD, CBIRTHM, CBIRTHYR, and CFAOCP). These variables used information from all instruments to arrive at a "best" estimate of the classifiers. The other group of composites consists of scale scores made from several items. These composites are: locus of control (LOCUS72, LOCUS73, LOCUS74, and LOCUS76), self-concept (CONCPT72, CONCPT73, CONCPT74, and CONCPT76), and three life goals scales (WORK72, WORK73, WORK74, WORK76; COMM72, COMM73, COMM74, COMM76; FAMILY72, FAMILY73, FAMILY74, FAMILY76) concerning work, community, and the family.

M. Number of Cases in the Data File

The number of respondents available for various subpopulations and for various combinations of instruments are tabulated in Table 22. This tabulation provides a summary of the amounts of data available for the

Table 22

DATA AVAILABILITY FOR SUBPOPULATIONS BY INSTRUMENT COMPLETION
(N = 22,652)

SUBPOPULATION	INSTRUMENT TB	 SRIF	 BSYR	 FFU	 SFU	 TFU	 BSYR, FFU SFU, TFU	 FFU SFU, TFU
Sex:								
Male	7,898	10,719	8,279	10,484	10,237	9,766	6,809	2,355
Female	7,956	10,889	8,397	10,858	10,619	10,189	7,303	2,548
Unclassifiable	6	130	7	8	16	137	0	0
Race:								
White	12,301	16,511	12,847	16,376	16,095	15,463	11,103	3,744
Black	1,952	2,951	2,127	2,913	2,860	2,862	1,687	798
Other	1,549	2,010	1,648	1,940	1,897	1,596	1,320	360
Unclassifiable	58	266	61	121	20	171	2	1
H.S. Program:								
Academic	6,537	8,656	6,812	8,520	8,434	8,122	5,983	1,810
General	5,370	7,804	5,673	7,640	7,422	7,129	4,642	2,036
Voc-Tech	3,952	5,257	4,197	5,151	4,994	4,806	3,487	1,049
Unclassifiable	1	21	1	39	22	35	0	8
Region:								
North	3,521	4,489	3,618	4,483	4,322	4,101	3,022	872
Central	4,122	5,693	4,568	5,541	5,445	5,243	3,924	1,081
South	5,382	7,734	5,513	7,691	7,541	7,318	4,733	2,201
West	2,835	3,822	2,984	3,635	3,564	3,430	2,433	744
Ability:								
Low	4,798	4,783	4,788	4,392	4,256	4,051	3,768	8
Medium	7,008	6,997	7,000	6,600	6,534	6,293	6,006	8
High	4,054	4,053	4,052	3,890	3,896	3,783	3,668	1
Unclassifiable	0	5,905	843	6,468	6,186	5,965	670	4,886
SES:								
Low	4,531	6,172	4,827	6,117	5,962	5,618	3,951	1,393
Medium	7,562	10,226	7,927	10,157	9,910	9,524	6,774	2,367
High	3,707	4,924	3,863	4,911	4,794	4,636	3,377	1,098
Unclassifiable	60	416	66	165	206	314	10	45
TOTAL	15,[illegible]	21,738	16,683	21,350	20,872	20,092	14,112	4,903

Note: The abbreviations for the instruments are as follows:

TB = Test Book
SRIF = Student Record Information Form
BSYR = Base-Year Student Questionnaire
FFU = First Follow-Up Questionnaire
SFU = Second Follow-Up Questionnaire

several instruments over the survey periods. The table shows the patterns of data availability in the data base, the amounts of data available for each instrument independent of the others (columns 1 to 6), and for combinations of the instrument response (columns 7 to 8). The pattern of response by various classifier variables is also presented. Examination of the table indicates that data are available for all four student instruments (BSYR, FFU, SFU and TFU) for 14,112 respondents.* There are 4,903 respondents with only the three follow-up instruments, and of these 3,881 also have a subset of base-year items collected retrospectively. There are also several small subsets of individuals with response to some other pattern of instruments (see Table 8 in Part 2). These groups range from the smallest of 16 cases with SFU only to 788 cases with BSYR, FFU, and SFU.

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* If one is concerned with only certain base-year items (Form B items), then data is available for another 3,881 Form B respondents from the first follow-up yeilding a total of 17,993 cases with at least partial data for all four time points.

Part 5: Technical Specifications

I. RECORDING SPECIFICATIONS

The data file consists of 22,652 records--one for each NLS participant (a respondent to either the base-year Student Questionnaire or any follow-up questionnaire). Each record is 7,693 bytes long and contains 2,471 variables. The block size is 30,772 bytes, with a fixed-block format. The file resides on nine-track tape with IBM standard labels and data set name NLS.THIRD.FOLLOWUP.OCT76. Four reels of tape are required to hold the data file using a recording density of 1,600 bytes per inch.

The data file is simple in structure; that is, each fixed-length record contains the same number of data fields. The data file is sorted by final stratum number (VAR0021 FINSTNO), with the records blocked by school identification within final stratum number (VAR0004 SCHCODE).[*] Within each school the records are sorted by student identification (VAR0001 RTI ID). As such, the file can be used with most commonly available "canned" statistical packages (e.g., SPSS, SAS, BMD). Users are reminded that most of these packages have a limitation on the number of variables that can be defined on a given run, and this limit will be exceeded by the number of variables in the file. Users must therefore be prepared either to build smaller working files or to change the control cards to the particular package when different subsets of the file are desired. Also, be aware that, with the block size of over 30,000 characters and normal buffer allocation (two buffers on an IBM 370 system), additional core may be necessary to utilize these packages.

The file consists of 5,663 blocks--four records per block. This fact and consultation with the local computer facility's user service can determine the amount of time required to read the tape at a given facility. Overall job time in most analysis packages is a function of the tape read time, the number of variables requested in the package's variable list, and the procedures employed within the package. Users are cautioned to select only those variables which are absolutely necessary, since the run time is a function of the number of variables read. Users are also cautioned to look carefully at the accompanying documentation to determine which fields are alphabetic prior to attempting to use the packages.

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[*] Note that the records are blocked, not sorted, by SCHCODE.

II. PROCESSING SUGGESTIONS

A. Introduction

The coding scheme was designed to allow for straightforward use of packaged programming systems. It has been only partially successful, however, due to the size and complexity of the data base. This data file, perhaps more than most, requires careful study and preplanning prior to accessing the actual data. The data base has been developed over a period of six years, and it is necessarily complex. It reflects not only the developmental process of the respondents but developmental changes in instrumentation, data collection methodologies, and data processing procedures. We have attempted to develop a historical and developmental record for almost 23,000 individuals. The complexity and richness of the behaviors of this number of people over their most active developmental years cannot be recorded in a simple format. A considerable burden is placed on the data file user to study, select, preprocess, and analyze desired variables from the multiplicity of variables that exist.

After several years of analytic use of the data base, by many users, there are several basic questions and operational problems that appear to be common to most analysis tasks independent of the type of problem or questions that are being investigated. In some cases the problems arise well along in the research process and cause considerable difficulty. In the following sections the nature of some basic decision points will be pointed out in an effort to make all users aware of potential difficulties at the beginning of the process rather than in the middle or end of several months of effort.

B. Cost Reduction

The NLS data base is large and the coding is complex. A good first step toward reducing the cost of processing the NLS data is careful consideration of the nature of the data file and its interaction with analysis goals. In most cases, it will be unlikely that all variables and all individuals will be desired for analysis. Hence, the first basic decision point will be the deletion of variables and individuals. This step is a major one in reducing cost. The decisions concerning deletion of individuals should also reflect an examination of data availability both for items as well as instruments. There is no point in carrying individuals in the analysis files with incomplete data if the analysis procedures will drop them anyway (e.g., in regression analyses where cases with one missing variable are omitted from analysis). Also, one should review all possible causes of missing data--instrument nonresponse, item nonresponse, and routing instructions. If one treats the main file as an archive and subsets from it the necessary subpopulations of people and variables, significant savings can be made. Once a subsetted file is made, all one-time recoding, index construction, and data editing should be done to produce a small efficient analysis file. Then, this file can be optimized in structure, coding, and sequence for the selected analysis software. Another variant of this process is to calculate basic analytic matrices (correlation, variance/covariance matrices) one time and then perform iterative or sequential analyses on the matrices as opposed to raw data.

In general, the most significant savings in cost will come from extensive preplanning. The effort in carefully studying the instrumentation and availability of data can pay off in significant cost reductions. The Users Manual contains information to help in this process. The appendix containing item frequencies details the amounts of available data for each item. Part 4, Section I examines the patterns of instrument availability that exist. And finally, Appendix D contains detailed listings of the routing patterns that illustrate which items are controlled by which routing questions. Some initial investment in descriptive runs prior to subsetting the data base may pay off in refining the exact populations and items needed for a given analysis.

C. Missing Data and Routing Patterns

An aspect of the NLS data base that has caused some difficulty to data file users has been the complex patterns of missing data and routing instructions in the file. There are essentially only two sources of missing data: (1) instrument nonresponse, and (2) item nonresponse. The first source of missing data can be treated by the appropriate use of the sampling weights that have already been adjusted for instrument nonresponse. A careful study of the patterns of present and missing instruments and their associated weights (see Part 2, Section C) will illustrate the adjustment process. If unweighted analyses are to be performed, some other consideration of the missing respondents must be taken. In either case, the analyst must take note of the significant changes in sample size as blocks of data combining parts of different instruments are used; depending upon which instruments are selected for analysis, the sample size (prior to item nonresponse) can vary from 14,112 to 21,378 cases.

Beyond the problem of instrument nonresponse lies the problem of item nonresponse. At first glance, many items in the data base will appear to have high (>10 percent) occurrences of missing data (illegitimate skip--code 98). In most instances, these higher percentages of missing data are associated with the routing patterns in the instruments. Part 3, Section V.C of this manual explains the rather conservative rules used to label blanks as either missing (illegitimate skip) or inapplicable (legitimate skip--code 99). In cases where a given analysis requires data that lie within complex routing patterns, it will probably be fruitful to invest additional planning and data processing effort to intensively study the routing items and data within those routing items. An effort to label data missing or legitimately skipped in accord with the specific analysis goals of the project and consideration of the specific content of the items can often be quite useful. Conversely, data that is supplied by respondents but has been labeled suspect by file editing may either be cleared of its suspicion or omitted from analysis.

In summary, it should be said that the issue of missing data is mainly in the hands of the analyst. The labeling that was done in general file editing may not provide the specificity and attention to detailed item content or analysis plans that a more analysis-oriented edit could provide. Hence, the user should consider employing his own reediting schemes for those data labeled as problems by the general file editing.

D. Weighting and Variance Estimation

A final area of concern and difficulty for some users has been the question of employing sampling weights and methods of estimating variances. The NLS sample was drawn under a complex multistage sampling process and cannot be considered a simple random sample of the high school class of 1972. There are correlations among the observations due solely to the sample design; hence, calculations ignoring the weights and sample design have the potential to be biased. In general, estimators (means, proportions, etc.) produced without sample weights will be different than those computed using the sample weights. The magnitude of the differences usually varies with the size of the subpopulation for which an estimator is calculated. Several canned packages allow the calculation of weighted estimates, but their calculations of variance components do not compensate for the sampling design. Hence, while the weighted estimators are accurate (i.e., unbiased), the variance estimates are not. When efforts are made to move beyond descriptive analysis to inferential analysis, or into complex analytic modeling, the question of the appropriate variance estimates and degrees of freedom become quite difficult, especially if the problem of cost of computation is also considered. The question of the appropriate methods or even necessary methods for solving this problem is an open one and subject to different emphasis in different disciplines. It is beyond the scope of this manual to suggest a single best approach. Instead, the problem is identified as a formal decision for each analyst. There is a sizable literature attacking these issues and a variety of NLS studies available that illustrate different approaches to these problems (see Appendix P). The user is encouraged to consult these sources and must make a decision reflecting his own analysis goals and needs.

Appendix A

Student's School Record Information Form,
Base-Year Student Questionnaire,
First Follow-Up Questionnaire (Form B),
Second Follow-Up Questionnaire,
Third Follow-Up Questionnaire,
Activity State Quesionnaire

O.M.B. No. 51-72009
APPROVAL EXPIRES 1-31-73

Student's School Record Information

School Name (omitted)

School Code ☐☐☐☐ Student Number ☐☐ (omitted)

Student's Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
LAST ▲ FIRST ▲ M.I.

(omitted)

'72

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Conducted by
Educational Testing Service, Princeton, New Jersey for the
UNITED STATES OFFICE OF EDUCATION
Spring 1972

OE FORM 2348-3, 2/72

Most of this information should be obtainable from the school's records. However, information not available from the records may be obtained by interviewing the student, using a blank copy of this form as an interview guide.

Student's Address ☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (omitted)
NUMBER STREET

☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐ ☐☐☐☐☐
CITY STATE ZIP

Social Security Number ______ ____ ________ (omitted)

Rank in Senior Class ____________________

Total Number in Senior Class ______________ (omitted)

1. **What is this student's overall academic average? (Use whichever grading system is used by your school.)**

Grading system	(Circle one.) SRIFGRCD	Student's average	School's grade scale Lowest possible	School's grade scale Highest possible
Average letter grade	1	SRFQ1	SRIFLWGR	SRIFHGGR
Percentage grade average	2			
Grade-point (numerical grade) average	3			
Other	4			

2. **If the student has taken either of the following college admissions tests, indicate the year the test was taken and the scores received (record only the most recent set of scores for each test).**

SRFQ2A	SAT – YEAR TAKEN	19 ☐☐	SRFQ2D	ACT – YEAR TAKEN	19 ☐☐
	SAT scores:			ACT scores:	
SRFQ2B	Verbal	☐☐☐	SRFQ2E	English Expression	☐☐
SRFQ2C	Quantitative	☐☐☐	SRFQ2F	Social Studies Reading	☐☐
			SRFQ2G	Science Reading	☐☐
			SRFQ2H	Mathematics	☐☐
			SRFQ2I	Total Score	☐☐

3. **Has this student transferred to this school from another school?**

SRFQ3 (Circle one.)

No 1

Yes 2

SRFQ4 **4. How many semester courses will the student have taken in each of the following subjects between July 1, 1969, and the date he or she graduates? How many class periods per week did these courses meet?**

EXAMPLE: If a student took six semester courses in science, and four of these courses met five class periods per week whereas two courses met only three class periods per week, you would enter "6" for the *Total number of semesters of instruction* and "4" and "2", respectively, in the "5" and "3" columns under *Number of class periods per week*.

Type of course	Total number of semesters of instruction ▼	Number of class periods per week 1	2	3	4	5	More than 5	
Science	A	B	C	D	E	F	G	(1)
Foreign languages	H	I	J	K	L	M	N	(2)
Social studies	O	P	Q	R	S	T	U	(3)
English	V	W	X	Y	Z	AA	BB	(4)
Mathematics	CC	DD	EE	FF	GG	HH	II	(5)
Industrial arts	JJ	KK	LL	MM	NN	OO	PP	(6)
Commercial	QQ	RR	SS	TT	UU	VV	WW	(7)
Fine arts or performing arts	XX	YY	ZZ	AAA	BBB	CCC	DDD	(8)

SRFQ5 **5. Please indicate the total number of semester courses this student will have taken in each of the following vocational-technical subjects by the time he or she graduates. For each subject in which the student has taken courses, please indicate in the appropriate class-periods-per-week columns the number of courses taken before July 1, 1969, and after July 1, 1969.**

Type of vocational-technical course	Total number of semesters of instruction ▼	Before July 1, 1969						After July 1, 1969						
		Number of class periods per week						Number of class periods per week						
		1	2	3	4	5	More than 5	1	2	3	4	5	More than 5	
Agricultural	A	B	C	D	E	F	G	H	I	J	K	L	M	(1)
Business or commercial	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	(2)
Distributive education	AA	BB	CC	DD	EE	FF	GG	HH	II	JJ	KK	LL	MM	(3)
Health occupations	NN	OO	PP	QQ	RR	SS	TT	UU	VV	WW	XX	YY	ZZ	(4)
Home economics	AAA	BBB	CCC	DDD	EEE	FFF	GGG	HHH	III	JJJ	KKK	LLL	MMM	(5)
Trade or industrial occupations	NNN	OOO	PPP	QQQ	RRR	SSS	TTT	UUU	VVV	WWW	XXX	YYY	ZZZ	(6)

SRFQ6 **6. What is the position of this student in ability groups or tracks? There are four parts to this question. Answer all parts that apply to this student.**

	PART I Did the student take courses like this during the past year? (If "Yes", answer II.)		**PART II** Were ability groups or tracks used in these courses? (If "Yes", answer III and IV.)		**PART III** How many ability groups were used in these courses?	**PART IV** In which groups was this student placed in these courses? (Circle one number on each appropriate line.)					
	No	Yes	No	Yes	(Enter numbers.)						
Science or math courses	SRFQ6A 1	2	SRFQ6E 1	2	SRFQ6I ______	SRFQ6M 1st	2nd	3rd	4th	5th	6th or lower
English or language courses	SRFQ6B 1	2	SRFQ6F 1	2	SRFQ6J ______	SRFQ6N 1st	2nd	3rd	4th	5th	6th or lower
Social studies courses	SRFQ6C 1	2	SRFQ6G 1	2	SRFQ6K ______	SRFQ6O 1st	2nd	3rd	4th	5th	6th or lower
Vocational-technical or job-training courses	SRFQ6D 1	2	SRFQ6H 1	2	SRFQ6L ______	SRFQ6P 1st	2nd	3rd	4th	5th	6th or lower

SRFQ7 **7. Which of the following most closely describes this student's course of study?**

	(Circle one.)
General	1
Academic or college preparatory	2
Vocational-technical:	
Agricultural occupations	3
Business or commercial occupations	4
Distributive education	5
Health occupations	6
Home economics occupations	7
Trade or industrial occupations	8

8. Has this student received either of the following kinds of remedial instruction?

(If you circle 2 [under HAS RECEIVED], please circle the number of semester hours of remedial instruction the student has received.)

	Has not received		Has received	Number of semester hours						
Remedial instruction in mathematics	1	SRFQ8A	2	1	2	3	4	5	6+	SRFQ8B
Remedial instruction in reading or languages	1	SRFQ8C	2	1	2	3	4	5	6+	SRFQ8D

SRFQ9 **9. Is this student officially classified as handicapped by specialized professional personnel other than a classroom teacher?**

(Circle one number and follow the directions beside the number you circled.)

	(Circle one.)	Directions
No	1	→ *Skip to Question 11.*
Yes	2	→ *Proceed to Question 10.*

SRFQ10 **10. Indicate which of the following categories describes the handicap of this student.**
(omitted)

	(Circle one.)
Multiple handicapped	01
Trainable mentally retarded	02
Educable mentally retarded	03
Hard of hearing	04
Deaf	05
Speech impaired	06
Vision impaired	07
Emotionally disturbed	08
Crippled	09
Other health impaired	10

11. Is this student a participant in any of the following programs?

(Circle one number on each line.)

		Yes	No
SRFQ11A	Upward Bound	1	2
SRFQ11B	Cooperative Vocational Education Program (Co-op Program)	1	2
SRFQ11C	High School Work-Study Program	1	2
SRFQ11D	Talent Search	1	2
SRFQ11E	Neighborhood Youth Corps	1	2

Parent's (Guardian's) Name
LAST ▲ FIRST ▲ M.I.

(omitted)
Address
NUMBER STREET

CITY STATE ZIP

Telephone Number (______) (omitted)
AREA CODE

Student's Telephone Number
(If not living with parent or guardian) (______) (omitted)
AREA CODE

O.M.B. No. 51-S-72008
APPROVAL EXPIRES 1-31-73

Dear High School Senior:

Thank you for accepting the invitation to participate in the NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972. The answers you and other students provide will help in the continuing effort to plan new and better school programs for future students across the United States.

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Student Questionnaire

SCHOOL CODE ☐☐☐☐

STUDENT NUMBER ☐☐

LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐ FIRST NAME ☐☐☐☐☐☐☐☐☐☐ M.I. ☐

'72

Prepared for the
113
UNITED STATES OFFICE OF EDUCATION
BY EDUCATIONAL TESTING SERVICE □ PRINCETON, NEW JERSEY
SPRING 1972

E FORM 2340, 2/72

Social Security Number

☐☐☐ ☐☐ ☐☐☐☐

DIRECTIONS

- This questionnaire is divided into sections of questions. All students are asked to start by answering questions in the sections lettered A, B, and C. Then you will be asked to follow the directions to answer questions in the sections that apply to *your* particular plans for the year after you leave high school.
- Read carefully *all* directions for each question you answer. It is important that you follow these directions carefully.
- When you are asked to circle a number, please make a heavy black circle. Here is an example.

What grade are you in?	**(Circle one.)**
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	[✓ 4]

- Circle as many numbers as the directions indicate for each question you answer.
- Completely erase any answers you wish to change.
- When you have completed the questionnaire, put it in the envelope that has been given to you and seal the envelope. No one at your school will see or read your answers.

This questionnaire is not a test. You may omit any question that you or your parents would consider objectionable.

SCHCODE School Code ☐☐☐☐ Student Number ☐☐ STUCODE

SEX

Sex	**(Circle one.)**
Male	1
Female	2

BIRTH

Date of Birth		
Mo.	**Day**	**Year**

Please complete the information above.

A SECTION Your high school experiences . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ1 **1. When do you expect to graduate from high school?**

	(Circle one.)
I will leave high school before I graduate	1
Now through June 1972	2
July or August 1972	3
September 1972 through January 1973	4
February through June 1973	5
After June 1973	6

BQ2 **2. Which of the following best describes your present high school program?**

	(Circle one.)
General	1
Academic or college preparatory	2
Vocational or technical:	
Agricultural occupations	3
Business or office occupations	4
Distributive education	5
Health occupations	6
Home economics occupations	7
Trade or industrial occupations	8

3. How important was each of the following in influencing your choice of your present high school program?

(Circle one number on each line.)

		Not important	Somewhat important	Very important
BQ3A	Your parents	1	2	3
BQ3B	A relative other than your parents	1	2	3
BQ3C	A guidance counselor	1	2	3
BQ3D	A teacher other than a guidance counselor	1	2	3
BQ3E	The principal or assistant principal	1	2	3
BQ3F	Clergyman (minister, priest, rabbi, etc.)	1	2	3
BQ3G	An adult not mentioned above	1	2	3
BQ3H	Friends your own age	1	2	3
BQ3I	Yourself	1	2	3
BQ3J	I had no choice; it was the only program available at my school	1	2	3
BQ3K	I had no choice; I was assigned to it	1	2	3

4. How often has each of the following been used in the courses you are taking this year?

(Circle one number on each line.)

		Never	Seldom	Fairly often	Frequently
BQ4A	Listening to the teacher's lecture	1	2	3	4
BQ4B	Participating in student-centered discussions	1	2	3	4
BQ4C	Working on a project or in a laboratory	1	2	3	4
BQ4D	Writing essays, themes, poetry, or stories	1	2	3	4
BQ4E	Going on field trips	1	2	3	4
BQ4F	Having individualized instruction (small groups or one-to-one with a teacher)	1	2	3	4
BQ4G	Using teaching machines or computer-assisted instruction	1	2	3	4
BQ4H	Watching television lectures	1	2	3	4

BQ5 **5. Which of the following best describes your grades so far in high school?**

(Circle one.)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

6. Have you ever heard of or participated in any of the following high school educational programs?

(Circle one number on each line.)

		Never heard of this program	Have heard of this program but have not participated	Have participated in this program
BQ6A	Cooperative Vocational Education Program (Co-op Program)	1	2	3
BQ6B	High School Vocational Education Work-Study Program	1	2	3
BQ6C	Neighborhood Youth Corps	1	2	3
BQ6D	Talent Search	1	2	3
BQ6E	Upward Bound	1	2	3

BQ7 **7. Approximately what is the average amount of time you spend on homework a week?**

(Circle one.)

No homework is ever assigned	1
I have homework but don't do it	2
Less than 5 hours a week	3
Between 5 and 10 hours a week	4
More than 10 hours a week	5

BQ8 **8. On the average over the school year, how many hours per week do you work in a paid or unpaid job? (Exclude vacations.)**

(Circle one.)

None	0
Less than 6 hours	1
6 to 10 hours	2
11 to 15 hours	3
16 to 20 hours	4
21 to 25 hours	5
26 to 30 hours	6
More than 30 hours	7

9. Do any of the following statements describe your work?

(Circle one number on each line.)

		Yes	No	I do not work
BQ9A	My job is related to my studies	1	2	3
BQ9B	My job leads to work I'd like to do in the future	1	2	3
BQ9C	I work mostly on the weekends	1	2	3
BQ9D	I work mostly during the week	1	2	3

10. Have you participated in any of the following types of activities, either in or out of school this year?

(Circle one number on each line.)

		Have not participated	Have participated actively	Have participated as a leader or officer
BQ10A	Athletic teams, intramurals, letterman's club, sports club	1	2	3
BQ10B	Cheerleaders, pep club, majorettes	1	2	3
BQ10C	Debating, drama, band, chorus	1	2	3
BQ10D	Hobby clubs such as photography, model building, hot rod, electronics, crafts	1	2	3
BQ10E	Honorary clubs such as Beta Club or National Honor Society	1	2	3
BQ10F	School newspaper, magazine, yearbook, annual	1	2	3
BQ10G	School subject matter clubs such as science, history, language, business, art	1	2	3
BQ10H	Student council, student government, political club	1	2	3
BQ10I	Vocational education clubs such as Future Homemakers, Teachers, Farmers of America, DECA, OEA, FBLA, or VICA	1	2	3

BQ11 **11. Do you feel that you can usually get to see a guidance counselor when you want to or need to?**

(Circle one.)

Yes	1
No, but my school does have a guidance counselor	2
No, my school does not have a guidance counselor	3
I have never needed to see a guidance counselor	4

BQ12 **12. Does your guidance counselor usually have the information you feel you need?**

(Circle one.)

Yes	1
No, but my school does have a guidance counselor	2
No, my school does not have a guidance counselor	3
I have never needed to see a guidance counselor	4

13. How often have you discussed your plans for after high school with the following people?

(Circle one number on each line.)

		Never	Seldom	Often
BQ13A	Your parents	1	2	3
BQ13B	A relative other than your parents	1	2	3
BQ13C	A guidance counselor	1	2	3
BQ13D	A teacher other than a guidance counselor	1	2	3
BQ13E	The principal or assistant principal	1	2	3
BQ13F	Clergyman (minister, priest, rabbi, etc.)	1	2	3
BQ13G	State employment service officer	1	2	3
BQ13H	An adult not mentioned above	1	2	3
BQ13I	Friends your own age	1	2	3

14. **How much has each of the following persons influenced your plans for after high school?**

(Circle one number on each line.)

		Not at all	Somewhat	A great deal
BQ14A	Your parents	1	2	3
BQ14B	A relative other than your parents	1	2	3
BQ14C	A guidance counselor	1	2	3
BQ14D	A teacher other than a guidance counselor	1	2	3
BQ14E	The principal or assistant principal	1	2	3
BQ14F	Clergyman (minister, priest, rabbi, etc.)	1	2	3
BQ14G	State employment service officer	1	2	3
BQ14H	An adult not mentioned above	1	2	3
BQ14I	Friends your own age	1	2	3
BQ14J	Yourself	1	2	3

15. **Have your teachers or counselors ever tried to influence your plans for after high school?**

(Circle one number on each line.)

		Discouraged me	Didn't try to influence me	Encouraged me
BQ15A	To go to college	1	2	3
BQ15B	To go to vocational, technical, business, or trade school	1	2	3
BQ15C	To enter an apprenticeship or on-the-job training program	1	2	3
BQ15D	To enter the military service	1	2	3
BQ15E	To get a job immediately after high school	1	2	3

BQ16 16. **What do most of your close friends plan to do next year?**

(Circle one.)

Enter the military service	1
Go to vocational, technical, business, or trade schools	2
Become full-time homemakers	3
Go to college	4
Enter apprenticeships or on-the-job training programs	5
Go to work full-time	6
I don't know	7
Other	8

B SECTION Your attitudes and opinions . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

17. How much has each of the following interfered with your education at this school?

(Circle one number on each line.)

		Not at all	**Somewhat**	**A great deal**
BQ17A	Courses are too hard	1	2	3
BQ17B	Teachers don't help me enough	1	2	3
BQ17C	School doesn't offer the courses I want to take	1	2	3
BQ17D	My job takes too much time	1	2	3
BQ17E	Transportation to school is difficult	1	2	3
BQ17F	Parents aren't interested in my education	1	2	3
BQ17G	Don't feel part of the school	1	2	3
BQ17H	Find it hard to adjust to school routine	1	2	3
BQ17I	Poor teaching	1	2	3
BQ17J	Worry over money problems (repayment of loan, support of dependents, family income, etc.)	1	2	3
BQ17K	My own ill health	1	2	3
BQ17L	Poor study habits	1	2	3
BQ17M	Family obligations (other than money problems)	1	2	3
BQ17N	Lack of a good place to study at home	1	2	3

18. Please rate your school on each of the following aspects.

(Circle one number on each line.)

		Poor	**Fair**	**Good**	**Excellent**	**Don't know**
BQ18A	Condition of buildings and classrooms	1	2	3	4	5
BQ18B	Equipment used in vocational courses	1	2	3	4	5
BQ18C	Extracurricular facilities	1	2	3	4	5
BQ18D	Job placement of graduates	1	2	3	4	5
BQ18E	Library facilities	1	2	3	4	5
BQ18F	Quality of academic instruction	1	2	3	4	5
BQ18G	Quality of vocational instruction	1	2	3	4	5
BQ18H	Reputation in the community	1	2	3	4	5
BQ18I	Student guidance and counseling	1	2	3	4	5
BQ18J	Teacher interest in students	1	2	3	4	5

19. How much do you agree with each of the following statements about your high school?

(Circle one number on each line.)

		Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Does not apply
BQ19A	School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4	5
BQ19B	School should have provided more help for students who were having trouble with subjects like math and reading	1	2	3	4	5
BQ19C	Most required courses here are a waste of time	1	2	3	4	5
BQ19D	School should have placed more emphasis on vocational and technical programs	1	2	3	4	5
BQ19E	School did not offer enough practical work experience	1	2	3	4	5
BQ19F	School provided me with counseling that will help me continue my education	1	2	3	4	5
BQ19G	School gave me new ideas about the type of work I wanted to do	1	2	3	4	5
BQ19H	School provided me with counseling that helped me get a better idea of myself and my relations with other people	1	2	3	4	5
BQ19I	School provided me with counseling that will help me find employment	1	2	3	4	5
BQ19J	School should help students find jobs when they leave school	1	2	3	4	5
BQ19K	School should have used more television lectures	1	2	3	4	5
BQ19L	School should have used teaching machines or computer-assisted instruction more extensively	1	2	3	4	5

20. How important is each of the following to you in your life?

(Circle one number on each line.)

		Not important	Somewhat important	Very important
BQ20A	Being successful in my line of work	1	2	3
BQ20B	Finding the right person to marry and having a happy family life	1	2	3
BQ20C	Having lots of money	1	2	3
BQ20D	Having strong friendships	1	2	3
BQ20E	Being able to find steady work	1	2	3
BQ20F	Being a leader in my community	1	2	3
BQ20G	Being able to give my children better opportunities than I've had	1	2	3
BQ20H	Living close to parents and relatives	1	2	3
BQ20I	Getting away from this area of the country	1	2	3
BQ20J	Working to correct social and economic inequalities	1	2	3

21. **How do you feel about each of the following statements?**

(Circle one number on each line.)

		Agree strongly	**Agree**	**Disagree**	**Disagree strongly**	**No opinion**
BQ21A	I take a positive attitude toward myself	1	2	3	4	5
BQ21B	Good luck is more important than hard work for success	1	2	3	4	5
BQ21C	I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
BQ21D	I am able to do things as well as most other people	1	2	3	4	5
BQ21E	Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
BQ21F	Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
BQ21G	People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
BQ21H	On the whole, I'm satisfied with myself	1	2	3	4	5

22. **Do you plan to use funds available from any of the following programs for further study beyond high school?**

(Circle one number on each line.)

		No, I do not plan to use it	**Yes, I plan to use it**	**I do not know enough about the program to answer the question**
BQ22A	College or university scholarship or loan (athletic or academic)	1	2	3
BQ22B	State or local scholarship or loan program	1	2	3
BQ22C	Scholarship from a private organization or company	1	2	3
BQ22D	Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2	3
BQ22E	ROTC Scholarship Programs	1	2	3
BQ22F	College Work-Study Program	1	2	3
BQ22G	Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2	3
BQ22H	National Defense Student Loan Program	1	2	3
BQ22I	Federal Guaranteed Student Loan Program	1	2	3
BQ22J	Educational Opportunity Grant Program	1	2	3
BQ22K	Health Professions Student Loan Program	1	2	3
BQ22L	Health Professions Scholarship Program	1	2	3
BQ22M	Nursing Student Loan Program	1	2	3
BQ22N	Nursing Scholarship Program	1	2	3
BQ22O	General Scholarship Program	1	2	3
BQ22P	Law Enforcement Education Program	1	2	3
BQ22Q	Veterans Administration War Orphans Educational Assistance Program	1	2	3
BQ22R	Regular bank loan	1	2	3

23. Here are some reasons others have given for not planning to get financial aid for study from sources outside the family. Which of these reasons apply to you?

(Circle one number on each line.)

		Does not apply to me	**Does apply to me**
BQ23A	I do not plan to get more schooling	1	2
BQ23B	My parents or I will be able to pay for more education without getting *any* outside financial aid	1	2
BQ23C	I do not want to go into debt	1	2
BQ23D	I do not expect to qualify for the scholarship or loan I'm interested in because of my family's income	1	2
BQ23E	I do not expect to qualify for the scholarship or loan I'm interested in because of my high school grades	1	2
BQ23F	I do not expect to qualify for the scholarship or loan I'm interested in because of my test scores	1	2
BQ23G	Students from my racial or ethnic group have too much difficulty getting financial aid	1	2
BQ23H	Some other reason	1	2

24. How important is each of the following to you in selecting a job or career?

(Circle one number on each line.)

		Not important	**Somewhat important**	**Very important**
BQ24A	Making a lot of money	1	2	3
BQ24B	Opportunities to be original and creative	1	2	3
BQ24C	Opportunities to be helpful to others or useful to society	1	2	3
BQ24D	Avoiding a high-pressure job that takes too much out of you	1	2	3
BQ24E	Living and working in the world of ideas	1	2	3
BQ24F	Freedom from supervision in my work	1	2	3
BQ24G	Opportunities for moderate but steady progress rather than the chance of extreme success or failure	1	2	3
BQ24H	The chance to be a leader	1	2	3
BQ24I	Opportunities to work with people rather than things	1	2	3
BQ24J	Having a position that is looked up to by others	1	2	3

C
SECTION Plans for the future . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

25. In the column under YOU, circle the one number that goes with the best description of the kind of work you would like to do. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column.)

	You	**Father**	**Mother**
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02	02
FARMER, FARM MANAGER	03	03	03
HOMEMAKER OR HOUSEWIFE	04	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14	14
	BQ25A	BQ25B	BQ25C

26. How important was each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

		Not important	Somewhat important	Very important
BQ26A	Previous work experience in the area	1	2	3
BQ26B	Relative or friend in the same line of work	1	2	3
BQ26C	Job openings available in the occupation	1	2	3
BQ26D	Work matches a hobby interest of mine	1	2	3
BQ26E	Good income to start or within a few years	1	2	3
BQ26F	Job security and permanence	1	2	3
BQ26G	Work that seems important and interesting to me	1	2	3
BQ26H	Freedom to make my own decisions	1	2	3
BQ26I	Opportunity for promotion and advancement in the long run	1	2	3
BQ26J	Meeting and working with sociable, friendly people	1	2	3

BQ27 **27. When did you first decide whether you would go to college or not?**

(Circle one.)

I decided before the 10th grade	1
I decided in the 10th grade	2
I decided in the 11th grade	3
I decided this year	4
I'm still undecided	5

BQ28 **28. Whatever your plans, do you think you have the ability to complete college?**

(Circle one.)

Yes, definitely	1
Yes, probably	2
Not sure	3
I doubt it	4
Definitely not	5

29. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you plan to attain.

(Circle one number in each column.)

	Would like to attain	Plan to attain
Less than high school graduation	1	1
Graduate from high school but not go beyond that	2	2
Graduate from high school and then go to a vocational, technical, business, or trade school	3	3
Go to a junior college	4	4
Go to a four-year college or university	5	5
Go to a graduate or professional school *after college*	6	6
	BQ29A	BQ29B

BQ30 **30. What are your plans for military service?**

	(Circle one.)
Doesn't apply to me	1
I definitely plan to volunteer for service for a period of two or more years	2
I would seriously consider volunteering for a period of two or more years	3
I might consider volunteering	4
I would not consider volunteering	5
I have no plans at this time	6

BQ31 **31. What is the one thing that most likely will take the largest share of your time in the year after you leave high school?**

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	Directions
Working full-time	01	→ *Go to question 32 and complete Section D.*
Entering an apprenticeship or on-the-job training program	02	→ *Skip to page 15 and complete Section E.*
Going into regular military service (or service academy)	03	→ *Skip to page 17 and complete Section F.*
Being a full-time homemaker	04	→ *Skip to page 20 and complete Section G.*
Taking vocational or technical courses at a trade or business school full-time or part time	05	→ *Skip to page 22 and complete Section H.*
Taking *academic courses* at a junior or community college full-time or part-time	06	→ *Skip to page 25 and complete Section I.*
Taking *technical or vocational subjects* at a junior or community college full-time or part-time	07	
Attending a four-year college or university full-time or part-time	08	
Working part-time, but not attending school or college	09	→ *Skip to page 29 and complete Section J.*
Other (travel, take a break, no plans)	10	→ *Skip to page 31 and complete Section K.*

D
START

D SECTION For those planning to work full-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ32 **32. When do you plan to go to work full-time?**

(Circle one.)

Before June 1972	1
June through August 1972	2
September through December 1972	3
In January 1973 or later	4

BQ33 **33. Do you have a definite job lined up after you leave high school?**

(Circle one.)

Yes, I'll continue in a job I now have	1
Yes, I have a new job lined up	2
No, but I've inquired at employment agencies or potential employers, looked in the newspapers, etc.	3
No, I haven't done anything yet to get a job	4

BQ34 **34. Would you be willing to move from this town or city in order to get a job you want?**

(Circle one.)

Yes, I would prefer to move away	1
Yes, it makes no difference to me	2
Yes, but I would prefer to find work in this community	3
No, I am not willing to move	4

BQ35 **35. Is the work in the job you plan to get after high school the kind of work you think you will be doing for most of your life?**

(Circle one.)

Yes	1
Yes, if I like the work	2
Yes, if I succeed	3
No, I expect to become a homemaker	4
No, I expect to get further education so I can enter a different occupation	5
No, I expect to go into military service	6
No, I expect to change to a different type of work	7
No, some other reason	8

D

CONTINUED

BQ36 **36. Do you have definite plans to continue your schooling part-time while working full-time during the year after you leave high school?**

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	**Directions**
No	1	→ *Answer question 37 below.*
Yes, I plan to attend a vocational, technical, trade, or business school part-time	2	→ *Skip to page 22 and complete Section H.*
Yes, I plan to take a correspondence course leading to vocational certification	3	
Yes, I plan to attend college or university part-time	4	→ *Skip to page 25 and complete Section I.*
Yes, I plan to take a correspondence course leading to a regular college degree	5	

37. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

		Does not apply to me	**Applies to me**
BQ37A	Need to earn money to support my family	1	2
BQ37B	Need to earn money before I can pay for further schooling	1	2
BQ37C	Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
BQ37D	Poor high school grades or poor scores on college admission tests	1	2
BQ37E	Lack of high school credits required for college entrance	1	2
BQ37F	Applied at one or more schools, but was not accepted	1	2
BQ37G	Lack of a school within commuting distance of my home	1	2
BQ37H	Discouraged from continuing by teachers or counselor	1	2
BQ37I	Discouraged from continuing by parents	1	2
BQ37J	Am waiting to enter armed service	1	2
BQ37K	My future plans do not require more schooling	1	2
BQ37L	Want to take a break, may attend school later	1	2
BQ37M	Plan to be married	1	2
BQ37N	School is not for me; I don't like it	1	2
BQ37O	Other	1	2

Now skip to page 31 *and complete section* K.

E SECTION For those planning to enter an apprenticeship or on-the-job training program during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ38 **38. When do you plan to enter your apprenticeship or on-the-job training program?**

	(Circle one.)
Before June 1972	1
June through August 1972	2
September through December 1972	3
In January 1973 or later	4

BQ39 **39. Is the work you will train for in the apprenticeship or training program the kind of work you plan to be doing for most of your life?**

	(Circle one.)
Yes	1
Yes, if I like the work	2
Yes, if I succeed	3
No, I expect to become a homemaker	4
No, I expect to get further education so I can enter a different occupation	5
No, I expect to enter military service	6
No, I expect to change to a different type of work	7
No, some other reason	8

BQ40 **40. How long do you think your apprenticeship or training will last?**

	(Circle one.)
Less than six months	1
Six months up to one year	2
More than a year, up to two years	3
More than two years, up to three years	4
More than three years	5
I don't know	6

E

CONTINUED

BQ41

41. Do you have definite plans to continue your schooling part-time while you are in your apprenticeship or training program in the year after you leave high school?

(Circle only one number and then follow the directions beside the number you have circled.)

	(Circle one.)	Directions
No	1	→ *Answer question 42 below.*
Yes, I plan to attend a vocational, technical, trade, or business school part-time	2	→ *Skip to page 22 and complete Section H.*
Yes, I plan to take a correspondence course leading to vocational certification	3	
Yes, I plan to attend college or university part-time	4	→ *Skip to page 25 and complete Section I.*
Yes, I plan to take a correspondence course leading to a regular college degree	5	

42. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

		Does not apply to me	Applies to me
BQ42A	Need to earn money to support my family	1	2
BQ42B	Need to earn money before I can pay for further schooling	1	2
BQ42C	Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
BQ42D	Poor high school grades or poor scores on college admission tests	1	2
BQ42E	Lack of high school credits required for college entrance	1	2
BQ42F	Applied at one or more schools, but was not accepted	1	2
BQ42G	Lack of a school within commuting distance of my home	1	2
BQ42H	Discouraged from continuing by teachers or counselor	1	2
BQ42I	Discouraged from continuing by parents	1	2
BQ42J	Am waiting to enter armed service	1	2
BQ42K	My future plans do not require more schooling	1	2
BQ42L	Want to take a break, may attend school later	1	2
BQ42M	Plan to be married	1	2
BQ42N	School is not for me; I don't like it	1	2
BQ42O	Other	1	2

Now skip to page 31 *and complete section* K.

F SECTION For those planning to enter military service during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ43 **43. When do you plan to enter military service?**

(Circle one.)

Before June 1972	1
June through August 1972	2
September through December 1972	3
In January 1973 or later	4

BQ44 **44. Which service will you most likely enter (including Reserve or National Guard within appropriate service)?**

(Circle one.)

Army	1
Air Force	2
Navy	3
Marine Corps	4
Coast Guard	5
I don't know	6

BQ45 **45. How do you plan to enter military service?**

(Circle one.)

I will enlist	1
I will enter via the draft	2
I will attend a service academy	3
I don't know	4

F
CONTINUED

46. How important was each of the following in helping you decide to enter the military service after leaving high school?

(Circle one number on each line.)

		Not important	**Somewhat important**	**Very important**
BQ46A	Wanted to enter military service	1	2	3
BQ46B	A low draft-lottery number	1	2	3
BQ46C	Wanted to earn money for my education or become eligible for education and other benefits under the GI Bill	1	2	3
BQ46D	Wanted to support myself	1	2	3
BQ46E	Wanted to support my family	1	2	3
BQ46F	Wanted to fulfill my draft obligation	1	2	3
BQ46G	Wanted to have a career in the military	1	2	3
BQ46H	Wanted to get vocational or job training in the service	1	2	3
BQ46I	Wanted to get a college education in the service	1	2	3
BQ46J	Wanted to travel, see the world, or get away from home	1	2	3
BQ46K	Did not qualify for the civilian schooling I wanted	1	2	3
BQ46L	Could not afford the civilian schooling I wanted	1	2	3
BQ46M	Did not have a civilian school within commuting distance of my home	1	2	3
BQ46N	Did not get the civilian job I wanted	1	2	3
BQ46O	Parents or counselors advised me to enter military service	1	2	3
BQ46P	Recent pay increases for military recruits	1	2	3
BQ46Q	Could earn more money in military service than in civilian life	1	2	3

BQ47 **47. How long do you expect to be on full-time active duty in the military service?**

	(Circle one.)
For initial training for the National Guard or Reserve only	1
For one two-year tour of duty only	2
For one three- or four-year tour of duty	3
For more than one tour of duty, but less than a full career term	4
For a full career term (20 years minimum)	5
I don't know	6

48. What do you plan to do when you get out of military service?

(Circle one number on each line.)

		Does not apply to me	Applies to me
BQ48A	Retire	1	2
BQ48B	Find part-time work	1	2
BQ48C	Find full-time work	1	2
BQ48D	Go to college either full- or part-time	1	2
BQ48E	Attend a vocational, technical, business, or trade school either full- or part-time	1	2
BQ48F	Enter an apprenticeship or on-the-job training program	1	2
BQ48G	Be married	1	2
BQ48H	Other	1	2
BQ48I	I don't know	1	2

49. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

		Does not apply to me	Applies to me
BQ49A	Need to earn money to support my family	1	2
BQ49B	Need to earn money before I can pay for further schooling	1	2
BQ49C	Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
BQ49D	Poor high school grades or poor scores on college admission tests	1	2
BQ49E	Lack of high school credits required for college entrance	1	2
BQ49F	Applied at one or more schools, but was not accepted	1	2
BQ49G	Lack of a school within commuting distance of my home	1	2
BQ49H	Discouraged from continuing by teachers or counselor	1	2
BQ49I	Discouraged from continuing by parents	1	2
BQ49J	Am waiting to enter armed service	1	2
BQ49K	My future plans do not require more schooling	1	2
BQ49L	Want to take a break, may attend school later	1	2
BQ49M	Plan to be married	1	2
BQ49N	School is not for me; I don't like it	1	2
BQ49O	Other	1	2

Now skip to page 31 *and complete section* K.

G
START

G SECTION For those planning to be full-time homemakers during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ50 **50. When do you plan to become a full-time homemaker?**

	(Circle one.)
Before June 1972	1
June through August 1972	2
September through December 1972	3
In January 1973 or later	4

BQ51 **51. For how long do you plan to remain a full-time homemaker?**

	(Circle one.)
Permanently	1
Until my children are fully grown	2
Until my children are in school	3
Only for a few years	4
I don't know	5

52. Do you ever plan to do any of the following?

(Circle one number on each line.)

		No	Yes	I don't know
BQ52A	Work part-time	1	2	3
BQ52B	Work full-time	1	2	3
BQ52C	Attend a vocational, technical, business, or trade school part-time	1	2	3
BQ52D	Attend a vocational, technical, business, or trade school full-time	1	2	3
BQ52E	Attend college part-time	1	2	3
BQ52F	Attend college full-time	1	2	3

BQ53 **53. Do you have definite plans to continue your schooling part-time during the year after you leave high school?**

(Circle only one number and then follow the directions beside that number.)

	(Circle one.)	**Directions**
No	1	*Answer question 54 below.*
Yes, I plan to attend a vocational, technical, trade, or business school part-time	2	*Turn page and complete Section H.*
Yes, I plan to take a correspondence course leading to vocational certification	3	
Yes, I plan to attend college or university part-time	4	*Skip to page 25 and complete Section I.*
Yes, I plan to take a correspondence course leading to a regular college degree	5	

54. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

		Does not apply to me	**Applies to me**
BQ54A	Need to earn money to support my family	1	2
BQ54B	Need to earn money before I can pay for further schooling	1	2
BQ54C	Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
BQ54D	Poor high school grades or poor scores on college admission tests	1	2
BQ54E	Lack of high school credits required for college entrance	1	2
BQ54F	Applied at one or more schools, but was not accepted	1	2
BQ54G	Lack of a school within commuting distance of my home	1	2
BQ54H	Discouraged from continuing by teachers or counselor	1	2
BQ54I	Discouraged from continuing by parents	1	2
BQ54J	My future plans do not require more schooling	1	2
BQ54K	Want to take a break, may attend school later	1	2
BQ54L	Plan to be married	1	2
BQ54M	School is not for me; I don't like it	1	2
BQ54N	Other	1	2

***Now skip to page* 31 *and complete section* K.**

H SECTION For those planning to take vocational or technical courses at a trade or business school full- or part-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ55 **55. When do you plan to start classes or begin taking courses in a vocational, technical, trade, or business school?**

(Circle one.)

Before June 1972	1
June through August 1972	2
September through December 1972	3
In January 1973 or later	4

BQ56 **56. How will you enroll in the course of study you plan on taking?**

(Circle one.)

Regular classes full-time	1
Regular classes part-time	2
By correspondence only	3
I don't know	4

BQ57 **57. How long will it take you to complete the course of study you plan on?**

(Circle one.)

Less than six months	1
Six months to one year	2
More than a year, up to two years	3
More than two years	4
I don't know	5

BQ58 **58. Do you plan to work at the same time you are taking the courses?**

(Circle one.)

No	1
Yes, 1 to 5 hours a week	2
Yes, 6 to 10 hours a week	3
Yes, 11 to 15 hours a week	4
Yes, 16 to 20 hours a week	5
Yes, more than 20 hours a week	6
Yes, but I don't know how many hours a week	7
I don't know	8

BQ59 **59. Have you selected a particular school to attend after you leave high school?**

	(Circle one.)
No	1
Yes	2

BQ60 **60. Do you plan to transfer to a four-year college or university once you finish your vocational training?**

	(Circle one.)
Definitely	1
Maybe	2
Probably not	3
Definitely not	4

BQ61 **61. How much do you think your vocational training will cost you in the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.**

	(Circle one.)
Less than $500	1
$500–$749	2
$750–$999	3
$1,000–$1,499	4
$1,500–$1,999	5
$2,000–$2,499	6
$2,500–$2,999	7
$3,000 or more	8
I don't know	9

62. From which of the following sources do you expect to get money to pay for your vocational training?

(Circle one number on each line.)

		Do not expect to	Expect to
BQ62A	Parents	1	2
BQ62B	Savings or summer earnings	1	2
BQ62C	Earnings while taking the course	1	2
BQ62D	Husband or wife	1	2
BQ62E	Other relatives (not parents)	1	2
BQ62F	College Work-Study Program	1	2
BQ62G	National Defense Student Loan Program	1	2
BQ62H	Federal Guaranteed Student Loan Program	1	2
BQ62I	Other loan	1	2
BQ62J	Private scholarship or grant	1	2
BQ62K	Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2
BQ62L	Social Security Benefits for Students Age 18-22 (for children of retired, disabled, or deceased parents)	1	2
BQ62M	Other sources	1	2

BQ63

63. Do you have definite plans to work part-time during the year after you leave high school?

(Circle only one number and then follow the directions besides that number.)

	(Circle one.)	Directions
No	1	→ Answer question 64.
Yes	2	→ Skip to page 29 and complete Section J.

64. Here are some reasons others have given for not going on to a four-year college or university during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

		Does not apply to me	Applies to me
BQ64A	Need to earn money to support my family	1	2
BQ64B	Need to earn money before I can pay for further schooling	1	2
BQ64C	Cannot afford a four-year college or university education	1	2
BQ64D	Failure to find out in time about four-year college or university admission requirements, cost of attending, availability of a college in area, etc.	1	2
BQ64E	Poor high school grades or poor scores on college admission tests	1	2
BQ64F	Lack of high school credits required for four-year college or university entrance	1	2
BQ64G	Applied at one or more four-year colleges or universities, but was not accepted	1	2
BQ64H	Lack of a four-year college or university within commuting distance of my home	1	2
BQ64I	Discouraged from attending a four-year college or university by teachers or counselor	1	2
BQ64J	Discouraged from attending a four-year college or university by parents	1	2
BQ64K	Am waiting to enter armed service	1	2
BQ64L	My future plans do not require a four-year college or university education	1	2
BQ64M	Plan to be married	1	2
BQ64N	School is not for me; I don't like it	1	2
BQ64O	Other	1	2

Now skip to page 31 and complete section K.

I

START

I SECTION For those planning to go to a four-year college or university, junior or community college, or take college-level correspondence courses during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ65 **65. When do you expect to begin college?**

	(Circle one.)
Before June 1972	1
June through August 1972	2
September through December 1972	3
In January 1973 or later	4

BQ66 **66. Have you applied for admission to any college or university?**

	(Circle one.)
Yes, to one college	1
Yes, to two or three colleges	2
Yes, to four or more colleges	3
No, the college I'm planning to attend does not require advance application for admission	4
No, I plan to apply soon	5

BQ67 **67. Have you been accepted by any college or university?**

	(Circle one.)
Yes	1
No, I have applied but have not been accepted	2
No, I have not applied to any college	3

68. How important are each of the following in choosing the college you plan to attend?

(Circle one number on each line.)

		Not important	Somewhat important	Very important
BQ68A	College expenses (tuition, books, room, and board)	1	2	3
BQ68B	Availability of financial aid such as a school loan, scholarship, or grant	1	2	3
BQ68C	Availability of specific courses or curriculums	1	2	3
BQ68D	Reputation of the college in academic areas	1	2	3
BQ68E	Reputation of the college in athletic programs	1	2	3
BQ68F	Friends' plans to attend the college	1	2	3
BQ68G	College admission standards	1	2	3
BQ68H	Parents attended the college	1	2	3
BQ68I	Advice of a counselor or teacher	1	2	3
BQ68J	Advice of your parents	1	2	3
BQ68K	Able to live at home and attend the college	1	2	3
BQ68L	Able to return home frequently because of nearness of the college	1	2	3
BQ68M	Availability of an ROTC or other officer training program	1	2	3

69. This question asks for your present choices among certain fields of study in college. Circle one number in the first column to indicate your first choice and one in the second column to indicate your second choice. If the exact field of study is not listed, pick the most similar one.

(Be sure to circle only one number in each column from the entire list of fields.)

	(Circle one.) First choice	(Circle one.) Second choice
Agriculture (for example, agricultural economics, agronomy, forestry, and soils)	01	01
Architecture	02	02
Art (for example, art appreciation, design, drawing, and sculpting)	03	03
Biological sciences (for example, botany, ecology, predentistry, premedicine, and zoology)	04	04
Black studies, Mexican-American studies, or other ethnic studies	05	05
Business (for example, accounting, business administration, industrial management, marketing, and finance)	06	06
Computer and information sciences (for example, programming and systems analysis)	07	07
Education (for example, business education, elementary education, and physical education)	08	08
Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering)	09	09
English (for example, creative writing, linguistics, literature, and speech and drama)	10	10
Foreign languages (for example, French, German, Italian, Latin, and Spanish)	11	11
Health-related careers (for example, nursing, medical technology, and x-ray technology)	12	12
Home economics (for example, dietetics, family and child development, nutrition, and textiles and clothing)	13	13
Interdisciplinary studies	14	14
Journalism (for example, communications and radio and television)	15	15
Mathematics (for example, calculus and statistics)	16	16
Music (for example, music appreciation and composition)	17	17
Philosophy or religion (for example, ethics, logic, and theology)	18	18
Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics)	19	19
Social sciences (for example, anthropology, economics, government, history, political science, prelaw, psychology, social work, sociology, and urban affairs)	20	20
Vocational or technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair)	21	21
	BQ69A	BQ69B

CONTINUED

BQ70 **70. Which of the following best describes the college at which you plan to study?**

(Circle one.)

A two-year college (junior college, technical institute, vocational school, or community college)	1
A four-year college or university	2
Have not decided yet	3

BQ71 **71. How will you enroll in the course of study you plan on taking?**

(Circle one.)

Regular classes full-time	1
Regular classes part-time	2
By correspondence only	3
I don't know	4

BQ72 **72. Do you plan to transfer to a four-year college or university after junior or two-year college?**

(Circle one.)

No, I plan to attend or take courses at a four-year college after high school	1
Yes, I definitely plan to transfer	2
I have tentative plans to transfer	3
I am undecided about transferring	4
I probably won't transfer	5
I definitely won't transfer	6

BQ73 **73. How much do you think it will cost you to attend college or take courses during the first year after you leave high school? Please include all expenses for one year (fees, tuition, room and board, books, etc.) in your estimate.**

(Circle one.)

Less than $500	01
$500–$749	02
$750–$999	03
$1,000–$1,499	04
$1,500–$1,999	05
$2,000–$2,499	06
$2,500–$2,999	07
$3,000–$3,499	08
$3,500–$4,499	09
$4,500 or more	10
I don't know	11

74. From which of the following sources do you expect to get money to pay for your college education?

(Circle one number on each line.)

		Do not expect to	**Expect to**
BQ74A	Parents	1	2
BQ74B	Savings or summer earnings	1	2
BQ74C	Earnings while taking the course	1	2
BQ74D	Husband or wife	1	2
BQ74E	Other relatives (not parents)	1	2
BQ74F	College Work-Study Program	1	2
BQ74G	National Defense Student Loan Program	1	2
BQ74H	Educational Opportunity Grant Program	1	2
BQ74I	Federal Guaranteed Student Loan Program	1	2
BQ74J	Other loan	1	2
BQ74K	Private scholarship or grant	1	2
BQ74L	Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension)	1	2
BQ74M	Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2
BQ74N	Other sources	1	2

BQ75 **75. Do you plan to work at the same time you are taking the courses?**

(Circle one.)

No	1
Yes, 1 to 5 hours a week	2
Yes, 6 to 10 hours a week	3
Yes, 11 to 15 hours a week	4
Yes, 16 to 20 hours a week	5
Yes, more than 20 hours a week	6
Yes, but I don't know how many hours a week	7
I don't know	8

BQ76 **76. Which of the following best describes your plans about participating in an officer training program, such as ROTC, while you are in college?**

(Circle one.)

Would not under any circumstances take ROTC or a similar program	1
Would give some consideration to taking ROTC or a similar program	2
Willing to take ROTC or similar program	3
Definitely plan to take ROTC or similar program	4
Don't really know	5

Now skip to page 31 *and complete section* K.

J SECTION For those planning to work part-time during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ77 **77. When do you plan to begin working part-time?**

(Circle one.)

Before June 1972	1
June through August 1972	2
September through December 1972	3
In January 1973 or later	4

BQ78 **78. Do you have a definite job lined up after you leave high school?**

(Circle one.)

Yes, I'll continue in a job that I have now	1
Yes, I have a new job lined up	2
No, but I've inquired at employment agencies or potential employers, looked in the newspaper, etc.	3
No, I haven't done anything yet to get a job	4

BQ79 **79. Is the work in the part-time job you plan to get after high school the kind of work you think you will be doing for most of your life?**

(Circle one.)

Yes	1
Yes, if I like the work	2
Yes, if I succeed	3
No, I expect to become a homemaker	4
No, I expect to get further education so I can enter a different occupation	5
No, I expect to go into military service	6
No, I expect to change to a different type of work	7
No, some other reason	8

J

CONTINUED

80. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

(Circle one number on each line.)

		Does not apply to me	**Applies to me**
BQ80A	Need to earn money to support my family	1	2
BQ80B	Need to earn money before I can pay for further schooling	1	2
BQ80C	Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
BQ80D	Poor high school grades or poor scores on college admission tests	1	2
BQ80E	Lack of high school credits required for college entrance	1	2
BQ80F	Applied to one or more schools, but was not accepted	1	2
BQ80G	Lack of a school within commuting distance of my home	1	2
BQ80H	Discouraged from continuing by teachers or counselor	1	2
BQ80I	Discouraged from continuing by parents	1	2
BQ80J	Am waiting to enter armed service	1	2
BQ80K	My future plans do not require more schooling	1	2
BQ80L	Want to take a break, may attend school later	1	2
BQ80M	Plan to be married	1	2
BQ80N	School is not for me; I don't like it	1	2
BQ80O	Other	1	2

Now complete section **K.**

K SECTION For everyone . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

BQ81 **81. If there were no obstacles, what would you most like to be doing during the year after you leave high school?**

	(Circle one.)
Working full-time	01
Entering an apprenticeship or on-the-job training program	02
Going into regular military service or to a service academy	03
Being a full-time homemaker	04
Attending a vocational, technical, trade, or business school	05
Taking *academic courses* at a junior or community college	06
Taking *technical or vocational subjects* at a junior or community college	07
Attending a four-year college or university	08
Working part-time	09
Other (travel, take a break, no plans)	10

BQ82 **82. Are you a veteran of the U. S. armed services?**

	(Circle one.)
No	1
Yes	2

BQ83 **83. Do you have a physical condition that limits the kind or amount of work you can do on a job?**

	(Circle one.)
No	1
Yes	2

BQ84 **84. How do you describe yourself?**

	(Circle one.)
American Indian	1
Black or Afro-American or Negro	2
Mexican-American or Chicano	3
Puerto Rican	4
Other Latin-American origin	5
Oriental or Asian-American	6
White or Caucasian	7
Other	8

K

CONTINUED

85. How many of your brothers and sisters and other persons are dependent on your parents or guardian for financial support?

(Circle one number in each column.)

	Brothers and sisters	**Other persons**
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five	5	5
Six or more	6	6
	BQ85A	BQ85B

BQ86 **86. How many persons other than yourself are dependent on you for financial support?**

(Circle one.)

None	0
One	1
Two or more	2

BQ87 **87. How many of your brothers or sisters will be in college next fall?**

(Circle one.)

None	0
One	1
Two	2
Three	3
Four or more	4

BQ88 **88. Is English the language spoken most often in your home?**

(Circle one.)

No	1
Yes	2

BQ89 **89. How long have you lived in the community in which you now live?**

(Circle one.)

All my life	1
Ten or more years	2
Five to ten years	3
Three to four years	4
One to two years	5
Less than one year	6

90. What was the highest educational level each of the following persons completed? If you are not sure, please give your best guess.

(Circle one number in each column.)

	Father or male guardian	Mother or female guardian	Oldest brother or sister
Doesn't apply	1	1	1
Did not complete high (secondary) school	2	2	2
Finished high school or equivalent	3	3	3
Adult education program	4	4	4
Business or trade school	5	5	5
Some college	6	6	6
Finished college (four years)	7	7	7
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree	8	8	8
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	9	9	9
	BQ90A	BQ90B	BQ90C

91. As far as you know, how much schooling do your father and mother (or guardian) want you to get?

(Circle one number in each column.)

	Father or male guardian	Mother or female guardian
Wants me to quit high school without graduating	1	1
Wants me to graduate from high school and stop there	2	2
Wants me to graduate from high school and then go to a vocational, technical, trade, or business school	3	3
Wants me to go to a two-year or junior college	4	4
Wants me to go to a four-year college or university	5	5
Wants me to go to a graduate or professional school after graduating from four-year college or university	6	6
I don't know	7	7
	BQ91A	BQ91B

BQ92 **92. What religion were you brought up in?**

(Circle one.)

Protestant	1
Roman Catholic	2
Other Christian	3
Jewish	4
Other (for example, Eastern religions)	5
None	6

K

CONTINUED

BQ93 **93. What is the approximate income before taxes of your parents (or guardian)? Include taxable and non-taxable income from all sources.**

(Circle one.)

Less than $3,000 a year (about $60 a week or less)	01
Between $3,000 and $5,999 a year (from $60 to $119 a week)	02
Between $6,000 and $7,499 a year (from $120 to $149 a week)	03
Between $7,500 and $8,999 a year (from $150 to $179 a week)	04
Between $9,000 and $10,499 a year (from $180 to $209 a week)	05
Between $10,500 and $11,999 a year (from $210 to $239 a week)	06
Between $12,000 and $13,499 a year (from $240 to $269 a week)	07
Between $13,500 and $14,999 a year (from $270 to $299 a week)	08
Between $15,000 and $18,000 a year (from $300 to $359 a week)	09
Over $18,000 a year (about $360 a week or more)	10

94. Which of the following do you have in your home?

(Circle one number on each line.)

		Have	**Do not have**
BQ94A	A specific place for study	1	2
BQ94B	Daily newspaper	1	2
BQ94C	Dictionary	1	2
BQ94D	Encyclopedia or other reference books	1	2
BQ94E	Magazines	1	2
BQ94F	Record player	1	2
BQ94G	Tape recorder or cassette player	1	2
BQ94H	Color television	1	2
BQ94I	Typewriter	1	2
BQ94J	Electric dishwasher	1	2
BQ94K	Two or more cars or trucks that run	1	2

BQ95 **95. Which best describes the location of the place in which you live?**

(Circle one.)

In a rural or farming community	1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	2
In a medium-sized city (50,000-100,000 people)	3
In a suburb of a medium-sized city	4
In a large city (100,000-500,000 people)	5
In a suburb of a large city	6
In a very large city (over 500,000 people)	7
In a suburb of a very large city	8

96. What kind of work do YOU plan to go into? (Print the kind of work on the line below.)

(omitted) ______________________

(for example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)

97. What kind of work does your FATHER or MALE GUARDIAN usually do? (Print his usual work on the line below.)

(omitted) ______________________

(for example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)

98. What are his most important activities or duties in this work? (Print his duties on the line below.)

(omitted) ______________________

(for example: Types, keeps account books, files, sells cars, operates printing press, cleans buildings, finishes concrete)

99. What is his job title? (Print his title on the line below.)

(omitted) ______________________

100. What kind of business or industry is he in? (Print the name of the industry on the line below.)

(omitted) ______________________

(for example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)

101. What kind of work does your MOTHER or FEMALE GUARDIAN usually do? (Print her usual work on the line below.)

(omitted) ______________________

(for example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)

102. What are her most important job duties in this work? (Print her duties on the line below.)

(omitted) ______________________

(for example: Types, keeps account books, files, sells cars, operates printing press, cleans buildings)

103. What is her job title? (Print title on the line below.)

(omitted) ______________________

104. What kind of business or industry is she in? (Print name of industry on the line below.)

(omitted) ______________________

(for example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)

The research staff would like to get in touch with you again next year to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on the next page. This information will be kept in strict confidence and will only be used for future survey purposes. →

105. Please PRINT the names and addresses of two people who will always know where to get in touch with you.

(omitted)

Person Number One:

Name

Address

City State Zip

Person Number Two:

Name

Address

City State Zip

106. Do you have a driver's license (automobile operator's or chauffeur's license)? If you do, please PRINT the state in which it was issued and the identification number.

(omitted)

Issuing State (abbreviate) Identification Number

107. If you plan to go on for further schooling, please PRINT the name and location of the school you think you will go to below.

(omitted)

Name of School

Address

City State Zip

O.M.B. No. 51-S-73030
APPROVAL EXPIRES 9-1-74

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

First Follow-Up Questionnaire
Form B

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE • RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1973

OE FORM 2367, 9/73
MRC 3400

U.S. Office of Education
Department of Health, Education, & Welfare
Washington, D.C. 20202

Dear OPERATION FOLLOW-UP Participant:

More than a year has passed since you left high school, and the U.S. Office of Education is sponsoring the National Longitudinal Study of the High School Class of 1972. This study, being conducted by the U.S. Bureau of the Census and the Research Triangle Institute of North Carolina, is called OPERATION FOLLOW-UP. It is a nation-wide study which, we expect, will continue over a period of 6 to 8 years and produce valuable and interesting information.

We are asking you to participate in OPERATION FOLLOW-UP. The purpose of this follow-up is to find out what has happened to you and other seniors after leaving high school. The fact that you are working, married, in college or vocational school, or starting a family is important not only to you, but also to educational planners and policymakers. Through your completion of this questionnaire, valuable information can be obtained about a very important part of this country's population--young adults who are going through some of the most significant experiences of their lives.

Please take a little time and fill out this questionnaire. Let us know what you are doing, what you have done since high school, and what you are planning to do in the next year or so. All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

About the questionnaire: you will not need to answer all sections of it. Begin with Section A and follow the instructions for each question. Your answers will guide you to skip parts which don't apply to you. Please follow all these instructions carefully. Most of the questions can be answered simply by circling the number for the response you choose. In some cases, you are asked to write out your answer to a question.

When you complete this questionnaire please return it to us in the enclosed post-paid envelope. We'll be waiting to hear from you.

We will be sending you results from OPERATION FOLLOW-UP in 1974. Watch for our OPERATION FOLLOW-UP Newsletters.

Sincerely,

JA. Davis
J. A. Davis
RTI Project Director
Center for Educational Research and Evaluation

K. a. Tabler
K. A. Tabler
USOE Project Director
National Center for Educational Statistics

P.S. May we have your permission to collect school record information (grades, admission test scores, and program) from your high school? This information, too, will be kept in absolute confidence. Please sign your name below if you give permission.

____
(signature)

Section A — General Information

1. What are you doing now?

(Circle one number on each line.)

		Applies to me	Does not apply to me
FQ1A	Working for pay at a full-time or part-time job	1	2
FQ1B	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
FQ1C	Taking academic courses at a two- or four-year college	1	2
FQ1D	On active duty in the Armed Forces (or service academy)	1	2
FQ1E	Homemaker	1	2
FQ1F	Temporary lay-off from work, looking for work, or waiting to report to work	1	2
FQ1G	Other (please describe: ______)	1	2

FQ2 **2. Did you complete high school?**

(Circle one.)

No, still in high school	1 — *(SKIP to q. 4)*
No, left high school without completing	2
Yes, graduated	3
Yes, left high school without graduating but have since passed a high school equivalency test, for example, the GED	4

3. When did you leave or graduate from the last high school that you attended?

Date left: FQ3A (month) FQ3B (year)

FACTS ABOUT YOU IN OCTOBER 1973

FQ4 **4. With whom did you live, as of the first week of October 1973?**

(Circle one.)

By myself	1
Parents	2
With husband or wife	3
With other relatives	4
With person(s) not related to me	5

FQ5 **5. How would you describe your living quarters, as of the first week of October 1973?**

(Circle one.)

Private house or apartment	1
Dormitory or apartment operated by a school or college	2
Fraternity or sorority house	3
Rooming or boarding house	4
Other (please describe: ______)	5

FQ6A **6a. Which of the following best describes the location of the place where you lived in the first week of October 1973?**

(Circle one.)

In a rural or farming community 1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
In a medium-sized city (50,000-100,000 people) 3
In a suburb of a medium-sized city 4
In a large city (100,000-500,000 people) 5
In a suburb of a large city 6
In a very large city (over 500,000 people) 7
In a suburb of a very large city 8

FQ6B **6b. How far is this from the place where you lived as a senior in high school?**

(Circle one.)

Same place I lived in when I was a senior in high school 1
Less than 50 miles 2
50 to 99 miles 3
100 to 199 miles 4
200 to 499 miles 5
500 miles or more 6

FQ7A **7a. What was your marital status, as of the first week of October 1973?**

(Circle one.)

Never married, but plan to be married within the next 12 months .... 1 } *(SKIP to q. 9)*
Never married, and don't plan to be married within the next 12 months .... 2 }
Married 3
Separated, divorced, or widowed 4

7b. When were you first married? FQ7B **(month)** FQ7C **(year)**

8. Did you have any children as of the first week of October 1973?

FQ8A No 1
Yes (How many? FQ8B) 2

FQ9 **9. As of the first week of October 1973, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?**

Yes 1
No 2

FQ10 **10. As of the first week of October 1973, how many persons (not counting yourself) were dependent upon YOU for more than one half of their financial support?**

(Circle one.)

None 0
One 1
Two 2
Three or more 3

11. What is the best estimate of your income before taxes for all of 1973? If you are married, please estimate your husband's or wife's income in the second column provided. Do not include loans or gifts.

	Your Own Income	Your Spouse's Income
TOTAL INCOME	$ FQ11A	$ FQ11B
From wages, salaries, commissions, and net income from business or farm	$ FQ11C	$ FQ11D
Scholarships, fellowships	$ FQ11E	$ FQ11F
Other (for example, interest, rental property income, public assistance, and unemployment compensation)	$ FQ11G	$ FQ11H

OPINIONS ABOUT YOURSELF AND THE FUTURE

FQ12 **12. How far in school would you like to get?**

		(Circle one.)
High school only		1
Vocational, trade, or business school	Less than two years	2
	Two years or more	3
College program	Some college (including two-year degree)	4
	Finish college (four- or five-year degree)	5
	Master's degree or equivalent	6
	Ph.D., M.D., or equivalent	7

FQ13A **13a. If no other funds were available (no scholarships, parental aid, or job), how much money would you be willing to borrow to get this schooling?**

	(Circle one.)
None	0
Less than $500	1
$500 to $999	2
$1,000 to $1,999	3
$2,000 to $3,999	4
$4,000 to $4,999	5
$5 000 to $6,000	6
More than $6,000 (please specify amount ______________)	7

FQ13B **13b. Has anyone discussed with you the terms and conditions necessary to borrow money for this purpose?**

No	1
Yes	2

FQ13C **13c. As a result, was there any change in your borrowing plans?**

	(Circle one.)
No, I had no borrowing plans	1
No, there was no change in my borrowing plans	2
Yes, I decided to borrow more than I planned	3
Yes, I decided to borrow less than I planned	4
Yes, I decided not to borrow for this purpose	5

FQ14 **14. As things stand now, how far in school do you think you actually will get?**

		(Circle one.)
High school only		1
Vocational, trade, or business school	Less than two years	2
	Two years or more	3
College program	Some college (including two-year degree)	4
	Finish college (four- or five-year degree)	5
	Master's degree or equivalent	6
	Ph.D., M.D., or equivalent	7

15. How do you feel about each of the following statements?

(Circle one number on each line.)

		Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
FQ15A	I take a positive attitude toward myself	1	2	3	4	5
FQ15B	Good luck is more important than hard work for success	1	2	3	4	5
FQ15C	I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
FQ15D	I am able to do things as well as most other people	1	2	3	4	5
FQ15E	Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
FQ15F	Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
FQ15G	People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
FQ15H	On the whole, I'm satisfied with myself	1	2	3	4	5

16. What do you expect to be doing in October 1974?

(Circle one number on each line.)

		Expect to be doing	Do not expect to be doing
FQ16A	Working for pay at a full-time or part-time job	1	2
FQ16B	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
FQ16C	Taking academic courses at a two- or four-year college	1	2
FQ16D	On active duty in the Armed Forces (or service academy)	1	2
FQ16E	Homemaker	1	2
FQ16F	Other (please describe: ____________________)	1	2

FQ17 **17. Do you plan to have your first child (or another child) before October 1974?**

	(Circle one.)
Yes	1
No	2
Don't know	3

FQ18 **18. How many children altogether do you eventually expect to have?**

	(Circle one.)
None	0
One	1
Two	2
Three	3
Four or more	4

FQ19 **19. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02
FARMER, FARM MANAGER	03
HOMEMAKER OR HOUSEWIFE ONLY	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06
MILITARY such as career officer, enlisted man or woman in the Armed Forces	07
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	08
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	09
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	12
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary or secondary	14
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16
NOT WORKING	17

20. How important is each of the following to you in your life? **(Circle one number on each line.)**

		Not Important	Somewhat Important	Very Important
FQ20A	Being successful in my line of work	1	2	3
FQ20B	Finding the right person to marry and having a happy family life	1	2	3
FQ20C	Having lots of money	1	2	3
FQ20D	Having strong friendships	1	2	3
FQ20E	Being able to find steady work	1	2	3
FQ20F	Being a leader in my community	1	2	3
FQ20G	Being able to give my children better opportunities than I've had	1	2	3
FQ20H	Living close to parents and relatives	1	2	3
FQ20I	Getting away from this area of the country	1	2	3
FQ20J	Working to correct social and economic inequalities	1	2	3
FQ20K	Having leisure time to enjoy my own interests	1	2	3

Section B — Education and Training

This section asks information about your training and education since leaving high school. First we would like to know....

FQ21 **21. Between the time you left high school and October 1973, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.**

No .... 1 — *(SKIP to q. 23) Next page* →
Yes 2

22a. What type of training program(s) have you participated in?

(Circle one number on each line.)

		Yes	**No**
FQ22AA	On-the-job training (a program of instruction during normal working hours)	1	2
FQ22AB	Formal Registered Apprenticeship (your State or Labor Union)	1	2
FQ22AC	Manpower Development and Training (MDTA)	1	2
FQ22AD	Work Incentive (WIN)	1	2
FQ22AE	Neighborhood Youth Corps (NYC)	1	2
FQ22AF	Other manpower program (please specify: ____________________)	1	2
FQ22AG	Correspondence course(s)	1	2
FQ22AH	Non-credit courses for personal enrichment	1	2
FQ22AI	Other (please specify: __________________________)	1	2

FQ22B **22b. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ____________________________________

FQ22C **22c. How long does (or did) this program last?**

(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more 4

FQ22D **22d. Have you completed this program?**

(Circle one.)

Yes 1
No, left without completing 2
No, still enrolled 3

FQ22E **22e. Have you used this training on any job?**

Yes 1
No 2

FQ23 **23. Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?**

Yes 1
No..2

24. Here are some reasons others have given for NOT continuing their formal education after leaving high school. Which of these reasons, if any, apply to you?

(Circle one number on each line.)

		Applies to me	**Does not apply to me**
FQ24A	Needed to earn money to support my family	1	2
FQ24B	Needed to earn money before I could pay for further education	1	2
FQ24C	Could not afford a four-year college or university education	1	2
FQ24D	Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
FQ24E	Poor high school grades or poor scores on college admission tests	1	2
FQ24F	Lack of high school credits required for college entrance	1	2
FQ24G	Applied to one or more schools, but was not accepted	1	2
FQ24H	Lack of a school within commuting distance of my home	1	2
FQ24I	Discouraged from continuing by teachers or counselor	1	2
FQ24J	Discouraged from continuing by parents	1	2
FQ24K	Wanted to enter Armed Forces	1	2
FQ24L	My plans did not require more education	1	2
FQ24M	Planned to be married	1	2
FQ24N	School is not for me; I don't like it	1	2
FQ24O	Offered a job I wanted	1	2
FQ24P	Wanted to earn money for myself	1	2
FQ24Q	Wanted practical experience before going on to school	1	2

SCHOOL ATTENDANCE IN OCTOBER 1973

FQ25 **25. Were you taking classes or courses at any school during the first week of October 1973?**

No..1
Yes 2

26a. What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)

School Name: FQ26NAME
City: FQ26AB State: FQ26AC
FICE CODE: FQ26AA

FQ26B **26b. What kind of school is this?** **(Circle one.)**

Vocational, trade, business or other career training school 1
Junior or community college (two-year)..........................2
Four-year college or university 3
Other (please describe:______________________) 4

FQ26C **26c. Is this school public or private?**

Public 1
Private 2

27a. When did you first attend this school? FQ27AA **(month)** FQ27AB **(year)**

FQ27B **27b. During the first week of October 1973, were you classified by this school as a full-time student?**

Yes 1
No 2

27c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

FQ27C Hours per week

FQ27D **27d At that time were you classified by your school as a freshman or sophomore?**

(Circle one.)

My school doesn't classify students this way 1
Freshman (first-year student) 2
Sophomore (second-year student) 3
Other classification (specify: ________) 4

28a. As of the first week of October 1973, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.) Please name the specific field or area:

(Write in): FQ28A

28b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

FQ28B **(Circle only one academic field OR one vocational area.)**

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.) 01
Business (accounting, marketing, personnel management, etc.) 02
Education (elementary, special, physical, etc.) 03
Engineering (civil, electrical, mechanical, etc.) 04
Humanities and Fine Arts (music, religion, English, etc.) 05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 06
Social Sciences (psychology, history, economics, sociology, etc.) 07
Other academic fields (agriculture, home economics, nursing, etc.) 08
An academic field, but undecided (circle here and SKIP to q. 29) 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.) 10
Computer Technology (keypunch operator, programming, computer operations, etc.) 11
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 12
Health Services (lab technician, occupational therapy, practical nursing, etc.) 13
Public Services (police science, food service, recreation, beautician, etc.) 14
Other vocational areas (agriculture, home economics, etc.) 15
A vocational area, but undecided (circle here and SKIP to q. 29) 16

FQ28C **28c. How long does it normally take to complete this program?**

(Circle one.)

Less than three months 1
Three to five months 2
Six to eleven months 3
One to two years 4
More than two years 5

SCHOOL ATTENDANCE IN OCTOBER 1972

FQ29A **29a. Now please think back a year to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?**

Yes .... 1 —(*SKIP to q. 30*)
No 2

29b. Here are some reasons others have given for NOT continuing their formal education right after leaving high school. Which of these reasons apply to you?

(Circle one number on each line.)

		Applies to me	Does not apply to me
FQ29BA	Needed to earn money to support my family	1	2
FQ29BB	Needed to earn money before I could pay for further education	1	2
FQ29BC	Could not afford a four-year college or university education	1	2
FQ29BD	Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
FQ29BE	Poor high school grades or poor scores on college admission tests	1	2
FQ29BF	Lack of high school credits required for college entrance	1	2
FQ29BG	Applied to one or more schools, but was not accepted	1	2
FQ29BH	Lack of a school within commuting distance of my home	1	2
FQ29BI	Discouraged from continuing by teachers or counselor	1	2
FQ29BJ	Discouraged from continuing by parents	1	2
FQ29BK	Wanted to enter Armed Forces	1	2
FQ29BL	My plans did not require more education	1	2
FQ29BM	Wanted to take a break	1	2
FQ29BN	Planned to be married	1	2
FQ29BO	School is not for me; I don't like it	1	2
FQ29BP	Offered a job I wanted	1	2
FQ29BQ	Wanted to earn money for myself	1	2
FQ29BR	Wanted practical experience before going on to school	1	2

SKIP to q. 39, page 12 →

FQ30 **30. Was the school you attended in October 1972 the same school you attended in the first week of October 1973?** **(Circle one.)**

Yes .... 1 —(*SKIP to q. 33b*) *Next page* →
No, not enrolled in October 1973 .... 2 —(*SKIP to q. 32a*)
No, enrolled in different school 3

31. What were your reasons for changing schools? **(Circle one number on each line.)**

		Applies to me	Does not apply to me
FQ31A	My interest changed, and my former school did not offer the course of study I wanted	1	2
FQ31B	Wanted to attend a less expensive school	1	2
FQ31C	My grades were too low to continue at the former school	1	2
FQ31D	Wanted to be at a smaller school	1	2
FQ31E	Wanted to be at a larger school	1	2
FQ31F	Wanted to attend school closer to home	1	2
FQ31G	Wanted to attend a school farther away from home	1	2
FQ31H	Wanted to attend a school that would give me better career opportunities	1	2
FQ31I	Wanted to attend a school where I could feel more like I belonged	1	2
FQ31J	Wanted to attend a school where I could maximize my intellectual and personal development	1	2
FQ31K	More group or social activities of interest	1	2

32a. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)

School Name: FQ32NAME
City: FQ32AB State: FQ32AC
FICE CODE: FQ32AA

FQ32B **32b. What kind of school is this?**

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (please describe: ______) 4

FQ32C **32c. Is this school public or private?**

Public 1
Private 2

33a. When did you first attend this school? FQ33AA **(month)** FQ33AB **(year)**

FQ33B **33b. During October 1972, were you classified by this school as a full-time student?**

Yes 1
No 2

33c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

FQ33C Hours per week

FQ34 **34. Was your field of study or training area in October 1972 the same as you indicated for the first week of October 1973?**

(Circle one.)

Yes ...... 1 — *(SKIP to q. 39, page 12)* →
No, wasn't enrolled in October 1973 ...... 2 } — *(SKIP to q. 36a) Next page* →
No, none indicated for October 1973 ...... 3 }
No, different than in October 1973 4

35. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

		Applies to me	**Does not apply to me**
FQ35A	Courses more difficult than I expected	1	2
FQ35B	Met people with new ideas	1	2
FQ35C	Poor advice on original choice	1	2
FQ35D	Lack of information on jobs related to original choice	1	2
FQ35E	Content of courses different from what I expected	1	2
FQ35F	New information about other fields of study or training areas	1	2
FQ35G	Interest aroused by courses	1	2
FQ35H	More jobs available for graduates in the field I changed to	1	2
FQ35I	Other (please specify: ______)	1	2

36a. In October 1972, what was your actual or intended field of study or training area (for example, practical nursing, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:

(Write in): FQ36A

FQ36B **36b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.**

(Circle only one academic field OR vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)	
Biological Sciences (zoology, physiology, anatomy, etc.)	01
Business (accounting, marketing, personnel management, etc.	02
Education (elementary, special, physical, etc.)	03
Engineering (civil, electrical, mechanical, etc.)	04
Humanities and Fine Arts (music, religion, English, etc.)	05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	06
Social Sciences (psychology, history, economics, sociology, etc.)	07
Other academic fields (agriculture, home economics, nursing, etc.)	08
An academic field, but undecided (circle here and SKIP to q. 37)	09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)	
Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.)	10
Computer Technology (keypunch operater, programming, computer operations, etc.)	11
Mechanical and Engineering Technology (automotive mechanic, machinist, drafting, construction, electronics, etc.)	12
Health Services (lab technician, occupational therapy, practical nursing, etc.)	13
Public Services (police science, food service, recreation, beautician, etc.)	14
Other vocational areas (agriculture, home economics, etc.)	15
A vocational area, but undecided (circle here and SKIP to q. 37)	16

FQ36C **36c. How long does it normally take to complete this program?**

(Circle one.)

Less than three months	1
Three to five months	2
Six to eleven months	3
One to two years	4
More than two years	5

FQ37 **37. Did you withdraw altogether from this school prior to completing your training or program of studies?**

No	1 — *(SKIP to q. 39) Next page →*
Yes	2

38. What were your reasons for withdrawing altogether? **(Circle one number on each line.)**

		Applies to me	**Does not apply to me**
FQ38A	Became ill	1	2
FQ38B	Had financial difficulties	1	2
FQ38C	Family emergency	1	2
FQ38D	Was offered a good job	1	2
FQ38E	Got married or planned to get married	1	2
FQ38F	School work was not relevant to the real world	1	2
FQ38G	Wanted to get practical experience	1	2
FQ38H	Courses were too hard	1	2
FQ38I	Failing or not doing as well as I wanted	1	2
FQ38J	Became homesick	1	2
FQ38K	Other (please describe ________________)	1	2

ATTENDANCE AT OTHER SCHOOLS AT OTHER TIMES

FQ39 **39. Besides any school(s) you may already have reported in this section of the questionnaire, have you attended any other schools since leaving high school? Include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.**

No .... 1 — *(SKIP to q. 41a)*
Yes 2

40a. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one other school, then give the one that you attended the longest.)

School Name: FQ40NAME
City: FQ40AB State: FQ40AC
FICE CODE: FQ40AA

FQ40B **40b. What kind of school is this?** **(Circle one.)**

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (please describe: ____________) 4

40c. When did you first attend this school? FQ40CA **(month)** FQ40CB **(year)**

40d. Are you currently attending this school?

FQ40DA Yes 1
No (Date left FQ40DB month FQ40DC year) 2

EDUCATION AND TRAINING PROGRESS AFTER HIGH SCHOOL

FQ41A **41a. Since leaving high school which of the following best describes how well you have done in all of your course-work or training through October 1973? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

(Circle one.)

Mostly A 1
About half A and half B 2
Mostly B 3
About half B and half C 4
Mostly C 5
About half C and half D 6
Mostly D 7
Mostly below D 8

FQ41B **41b. Do any of these schools or programs give credits?** **(Circle one.)**

I don't know .... 1 } —*(SKIP to q. 42) Next page* →
No .... 2 }
Yes 3

41c. Since leaving high school, about how many credits had you earned by October 1973? (Write in.)

FQ41CA Number of quarter hours
FQ41CB Number of semester hours
FQ41CC Number of other type of credits (please specify type: ____________)

FQ42 **42. Whether or not you were enrolled in school in the first week of October 1973, were you working at that time toward a certificate, degree, or license of any kind?**

	(Circle one.)
No	1
Yes, a certificate (specify in what: ______________)	2
Yes, a license (specify in what: ______________)	3
Yes, a two-year or three-year vocational degree or diploma	4
Yes, a two-year academic degree	5
Yes, a four-year or five-year college Bachelor's degree	6
Yes, other (please specify: ______________)	7

43. Since leaving high school, had you earned any certificate, license, diploma, or degree of any kind prior to October 1973?

FQ43A	No	1
FQ43B	Yes (please specify ______________)	2

FQ44A **44a. Between the time you left high school and October 1973, had you participated in a formal program of academic or career counseling, tutoring, or remedial courses other than those services that were provided to all students in your college, school or training area?**

	(Circle one.)	
Never heard of such a program	1	*(SKIP to q. 45)*
Have heard of such a program but have not participated	2	
Yes	3	

44b. What was the exact name, nature, and location of the progra n in which you participated?

Name of the program FQ44BA

Nature of your participation:

(Circle one number on each line.)

		Applies to me	Does not apply to me
FQ44BB	Counseling	1	2
FQ44BC	Tutoring	1	2
FQ44BD	Remedial courses	1	2

Name of institution: FQ44NAME FICE CODE: FQ44BE

City: FQ44BF State FQ44BG

45. With regard to your education and training since leaving high school, how satisfied as a whole are you with the following?

(Circle one number on each line.)

		Very satisfied	Somewhat satisfied	Neutral or no opinion	Somewhat dissatisfied	Very dissatisfied
FQ45A	The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
FQ45B	The social life	1	2	3	4	5
FQ45C	Development of my work skills	1	2	3	4	5
FQ45D	My intellectual growth	1	2	3	4	5
FQ45E	The amount of money I have to get along on	1	2	3	4	5

SCHOOL FINANCES

The purpose of this part is to learn how students pay for their training and education after leaving high school, so that financial aid programs can be changed to meet student needs better. The following questions apply to any training and education you received after leaving high school and before Fall 1973

46a. About how much did training or schooling cost during the first year after high school, regardless of who paid? Give the expenses and the number of months you were in school or training during this period.

Total expenses $ FQ46AA Spent over how many months? FQ46AB

46b. How was this money spent?

$ FQ46BA Tuition and fees
$ FQ46BB Room and board
$ FQ46BC Books and supplies
$ FQ46BD Transportation
$ FQ46BE Other related school expenses (clothing, laundry, etc.)

Combinations Code	Amount
FQ46BF	FQ46BG

(See manual for coding rules)

47. In paying for these costs, how much came from each of the following sources? (Please circle all that apply and write in the amounts.)

SAVINGS OR EARNINGS

Own savings or summer earnings 01 ($_____)
College work-study programs 02 ($_____)
Other earnings while taking courses 03 ($_____)

INDIVIDUAL SUPPORT

Parents 04 ($_____)
Husband or wife 05 ($_____)
Other relatives or friends 06 ($_____)

SCHOLARSHIPS OR GRANTS

Basic Educational Opportunity Grant Program 07 ($_____)
Supplementary Educational Opportunity Grant Program 08 ($_____)
College scholarship or grant from college funds 09 ($_____)
ROTC scholarship or stipend 10 ($_____)
Nursing Scholarship Program 11 ($_____)
Health Professions Scholarship Program 12 ($_____)
State scholarships 13 ($_____)
Other scholarships 14 ($_____)

LOANS

Federal Guaranteed Student Loan Programs 15 ($_____)
State Loan Program 16 ($_____)
Regular bank loan 17 ($_____)
National Defense (Direct) Student Loan Program 18 ($_____)
Health Professions Student Loan Program 19 ($_____)
Nursing Student Loan Program 20 ($_____)

OTHER

Law Enforcement Educational Program 21 ($_____)
Veterans Administration War Orphans or Survivors Benefits Programs 22 ($_____)
Veterans Administration direct benefits (GI Bill compensation or pension) 23 ($_____)
Vocational Rehabilitation Program benefits 24 ($_____)
Social Security Benefits (for students aged 18-22 who are children of retired, disabled, or deceased parents) 25 ($_____)

Source Code	Amount
FQ47AA	FQ47AB
FQ47BA	FQ47BB
FQ47CA	FQ47CB
FQ47DA	FQ47DB
FQ47EA	FQ47EB
FQ47FA	FQ47FB
FQ47GA	FQ47GB

(See manual for coding rules)

Section C — Civilian Work Experience

In this section we would like to obtain information about the jobs you have held in October 1973 and October 1972, including full-time jobs, part-time jobs, apprenticeships, and on-the-job training (but do not include military service).

JOB HELD IN OCTOBER 1973

FQ48A **48a. Did you hold a job of any kind during the first week of October 1973?**

Yes .... 1 —*(SKIP to q. 49)* *Next page* ⟶
No 2

48b. What were the reasons you were not working during the first week of October 1973?

(Circle one number on each line.)

		Applies to me	**Does not apply to me**
FQ48BA	Did not want to work	1	2
FQ48BB	On temporary layoff from work or waiting to report to work	1	2
FQ48BC	Was full-time homemaker	1	2
FQ48BD	Going to school	1	2
FQ48BE	Not enough job openings available	1	2
FQ48BF	Union restrictions	1	2
FQ48BG	Would have required moving	1	2
FQ48BH	Required work experience I did not have	1	2
FQ48BI	Jobs available offered little opportunity for career development	1	2
FQ48BJ	Health problems or physical handicap	1	2
FQ48BK	Could not arrange child care	1	2
FQ48BL	Other family responsibilities (including pregnancy)	1	2
FQ48BM	Waiting to enter or in Armed Forces	1	2
FQ48BN	Not educationally qualified for types of work available	1	2

FQ48C **48c. Were you looking for work during September 1973?**

Yes .... 1 } —*(SKIP to q. 54a, page 17)* ⟶
No .... 2 }

49. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.

FQ49A

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ____________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ____________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ____________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ____________________

FQ49E e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions?	1
A GOVERNMENT employee (Federal, State, county, or local)?	2
Self-employed in your OWN business, professional practice, or farm?	3
Working WITHOUT PAY in family business or farm?	4

f. When did you **start** working at this job? FQ49FA (month) FQ49FB (year)

FQ49G g. Are you **currently** working at this job?

Yes	1
No	2

50a. How many hours per WEEK did you usually work at this job up through the first week of October 1973?

FQ50A Hours per week

50b. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)

$ FQ50B per week

51. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

		Very satisfied	**Satisfied**	**Dissatisfied**	**Very dissatisfied**
FQ51A	Pay and fringe benefits	1	2	3	4
FQ51B	Importance and challenge	1	2	3	4
FQ51C	Working conditions	1	2	3	4
FQ51D	Opportunity for promotion and advancement with this employer	1	2	3	4
FQ51E	Opportunity for promotion and advancement in this line of work	1	2	3	4
FQ51F	Security and permanence	1	2	3	4
FQ51G	Opportunity for developing new skills	1	2	3	4
FQ51H	Job as a whole	1	2	3	4

FQ52A **52a. Do you expect to be working for this same employer in October 1974?**

Yes 1
No..2

FQ52B **52b. Do you expect to be working at this same kind of job or occupation in October 1974?**

Yes 1
No..2

FQ53 **53. Were you working at any other job during the first week of October 1973 at the same time as the job you described above?**

Yes 1
No..2

JOB HELD IN OCTOBER 1972

FQ54A **54a. Now please think back to about a year ago. Did you hold a job of any kind during the month of October 1972?**

(Circle one.)

Yes, same job as in October 1973 ....1 — *(SKIP to q. 56a)* } *Next page* →
Yes, but different job than in October 1973 ....2 — *(SKIP to q. 55)* }
No..3

54b. What were the reasons you were not working during the month of October 1972?

(Circle one number on each line.)

		Applies to me	**Does not apply to me**
FQ54BA	Did not want to work	1	2
FQ54BB	On temporary layoff from work or waiting to report to work	1	2
FQ54BC	Was full-time homemaker	1	2
FQ54BD	Going to school	1	2
FQ54BE	Not enough job openings available	1	2
FQ54BF	Union restrictions	1	2
FQ54BG	Would have required moving	1	2
FQ54BH	Required work experience I did not have	1	2
FQ54BI	Jobs available offered little opportunity for career development	1	2
FQ54BJ	Health problems or physical handicap	1	2
FQ54BK	Could not arrange child care	1	2
FQ54BL	Other family responsibilities (including pregnancy)	1	2
FQ54BM	Waiting to enter or in Armed Forces	1	2
FQ54BN	Not educationally qualified for types of work available	1	2

FQ54C **54c. Did you look for work during October 1972?**

Yes ....1 } — *(SKIP to q. 58) Next page* →
No..2 }

55. Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.

FQ55A

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): ______________________

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): ______________________

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): ______________________

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): ______________________

FQ55E e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local)? 2

Self-employed in your OWN business, professional practice, or farm? 3

Working WITHOUT PAY in family business or farm? 4

f. When did you **start** working at this job? FQ55FA (month) FQ55FB (year)

g. Are you **currently** working at this job?

FQ55GA Yes 1

No (Left job FQ55GB month FQ55GC year) 2

56a. How many hours per WEEK did you usually work at this job in October 1972?

FQ56A Hours per week

56b. Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)

$ FQ56B per week

FQ57 **57. Were you working at any other job during the month of October 1972 at the same time as the job you described above?**

Yes 1

No 2

GENERAL

58. Each part of this question refers to the entire 52-week period from October 1972 to October 1973.

a. About how many different weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation.) FQ58A Number of weeks

b. How many weeks during this period did you spend looking for work or on layoff from a job or waiting to report to a job? FQ58B Number of weeks

c. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.) FQ58C Number of employers

59. **Since leaving high school, what methods did you use at any time in looking for work, and were they useful?**

(Circle one number on each line.)

		Never looked or used	**Used but did NOT obtain job**	**Used and obtained job**
FQ59A	High school employment service	1	2	3
FQ59B	Other school or college placement service	1	2	3
FQ59C	Professional periodicals or organizations	1	2	3
FQ59D	Civil Service applications	1	2	3
FQ59E	Public employment service	1	2	3
FQ59F	Private employment agency	1	2	3
FQ59G	Community action or welfare groups	1	2	3
FQ59H	Newspaper advertisement	1	2	3
FQ59I	Direct application to employers	1	2	3
FQ59J	Registration with a union	1	2	3
FQ59K	Friends or relatives	1	2	3
FQ59L	Other (specify: ____________________)	1	2	3

60. **While you were in high school, did you receive any specialized training intended to prepare you for immediate employment upon leaving school? (For example, auto mechanics, secretarial skills, or nurses aid.)**

FQ60A No ..... 1 — *(SKIP to Section D) Next page* ⟶

Yes (In what area did you receive this training? FQ60B) 2

FQ61 **61.** **Since leaving high school, have you worked in a job where you expected to use this training?**

(Circle one.)

No, never looked for work where I could use it ..... 1 — *(SKIP to Section D) Next page* ⟶

No, but looked for work where I could use it ..... 2 — *(SKIP to q. 63)*

Yes 3

62. **Which of the following apply to your experience while working in this area?** **(Circle one number on each line.)**

		Applies to me	**Does not apply to me**
FQ62A	I have been able to apply almost everything I learned in my high school training	1	2
FQ62B	I have been able to apply the basic principles of my training, although some things are different	1	2
FQ62C	I would have liked more experience in my training before I started working	1	2
FQ62D	I received training different from the way it is done on the job	1	2
FQ62E	I found my high school training useful in on-the-job training program(s)	1	2
FQ62F	I was trained with tools or equipment that are not used on my job	1	2
FQ62G	I could have gotten my job without the training	1	2
FQ62H	I took coursework associated with my training which was not helpful in performing my job	1	2
FQ62I	I would have liked more information about what was expected in the job beyond skills training	1	2
FQ62J	I would have liked other types of experience or information to be included in the training (describe: ____________________)	1	2
FQ62K	I consider myself doing as well as others with similar training	1	2
FQ62L	I consider the training a wise choice	1	2

63. **Which of the following apply to your experiences when trying to find work in your area of high school training?**

(Circle one number on each line.)

		Applies to me	**Does not apply to me**
FQ63A	I did not find many job openings in that type of work	1	2
FQ63B	I was told I was not qualified	1	2
FQ63C	I did not know how to use the equipment or tools of the job	1	2
FQ63D	I was not offered enough pay	1	2
FQ63E	I did not have enough experience	1	2
FQ63F	I decided to enter a different line of work	1	2
FQ63G	I did not have the coursework or knowledge required of the job	1	2
FQ63H	I was offered a job related to my training but did not take it	1	2

Section D — Military Service

FQ64 **64. Since leaving high school, have you served in the Armed Forces, in a Reserve or National Guard Unit, or have you been enrolled in one of the service academies (for example, West Point)?**

(Circle one.)

No .... 1 } —*(SKIP to Section E, page 22)*
Yes, National Guard or Reserves but not active duty .... 2 }
Yes, active duty or service academy 3

65. Which branch of the Armed Forces did you enter? (Write in): FQ65

66. Did you enlist or were you drafted?

(Circle one.)

FQ66A I entered a service academy .... 1 *(SKIP to q. 72) Next page*
I enlisted .... 2 When? FQ66B **(month)** FQ66C **(year)**
I was drafted .... 3 When? FQ66D **(month)** FQ66E **(year)**

67. When did you begin active duty? FQ67A (month) FQ67B (year)

FQ68 **68. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

No .... 1 — *(SKIP to q. 70)*
Yes 2

FQ69A **69a. In which of the following fields have you received specialized schooling?**

(Circle one.)

Business (e.g., administration, management, clerical work, communications, personnel work, etc.) 1
Computer Technology (e.g., computer programming, computer operations, etc.) 2
Health Professions (e.g., medical technology, occupational therapy, X-ray technology, pharmacy, etc.) 3
Mechanical and Engineering Technology (e.g., aircraft mechanics, automotive mechanics, construction, printing, drafting, machinist, electronics, etc.) 4
Services (e.g., food service, security work, aircraft control, etc.) 5
Other (please specify: ______________________) 6

69b. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: FQ69B **MOS:** FQ69C

70. What is the highest pay grade and specialty rating you have held?

Pay grade: FQ70A **Specialty rating:** FQ70B

71. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

		Yes	**No**
FQ71A	Prepared you for the high school equivalency test?	1	2
FQ71B	Prepared you for equivalency tests that can be taken for college credit?	1	2
FQ71C	Were college-sponsored courses which gave college credits?	1	2

FQ72 **72. Do you plan to use the GI Bill to further your education?**

(Circle one.)

Yes 1
No 2
Undecided 3

73. How satisfied are (were) you with the following aspects of your work in the Armed Forces?

(Circle one number on each line.)

		Very satisfied	**Satisfied**	**Dissatisfied**	**Very dissatisfied**
FQ73A	Pay and fringe benefits	1	2	3	4
FQ73B	Importance and interest of work	1	2	3	4
FQ73C	Working conditions	1	2	3	4
FQ73D	Opportunity for promotion and advancement in the Armed Forces	1	2	3	4
FQ73E	Opportunity for promotion and advancement in my specialty	1	2	3	4
FQ73F	Security and permanence	1	2	3	4
FQ73G	Opportunity for developing new skills	1	2	3	4
FQ73H	Work as a whole	1	2	3	4

74. Are you currently on active duty?

No (Date left FQ74B month FQ74C year) ..... 1 —*(SKIP to Section E) Next page* →
FQ74A Yes 2

FQ75 **75. How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

For a two-year tour of duty only 1
For a three- or four-year tour of duty 2
For more than one enlistment, but less than a full career 3
For a full career (20 years minimum) 4
Have not decided 5

76. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

		Applies to me	**Does not apply to me**
FQ76A	Full- or part-time work	1	2
FQ76B	College, either full-time or part-time	1	2
FQ76C	Technical, vocational, or business or career training school, either full-time or part-time	1	2
FQ76D	Registered apprenticeship or on-the-job training program	1	2
FQ76E	Retire	1	2
FQ76F	Undecided	1	2
FQ76G	Other (please specify: ________________)	1	2

Section E — Information About The Past

77. Have your (a) parents or guardians or have your (b) friends your own age either encouraged or discouraged you in doing the following things since you left high school?

(a) PARENTS OR GUARDIANS (Circle one number on each line.) — **(b) FRIENDS YOUR OWN AGE** (Circle one number on each line.)

	(a) Encouraged	(a) Discouraged	(a) Both	(a) Neither			(b) Encouraged	(b) Discouraged	(b) Both	(b) Neither
FQ77AA	1	2	3	4	Getting a job or going to work	FQ77BA	1	2	3	4
FQ77AB	1	2	3	4	Going to school for vocational or technical training	FQ77BB	1	2	3	4
FQ77AC	1	2	3	4	Going to college for an academic education	FQ77BC	1	2	3	4
FQ77AD	1	2	3	4	Getting married	FQ77BD	1	2	3	4
FQ77AE	1	2	3	4	Entering the Armed Forces	FQ77BE	1	2	3	4
FQ77AF	1	2	3	4	Traveling or taking a break	FQ77BF	1	2	3	4

78. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

		None or grade school only	High School		Vocational, trade, business, or career program in a school or college		Academic programs			
			Did not finish	Finished	Less than two years	Two years or more	Some college (including two-year degree)	Finished college (four-or five-year degree)	Master's degree or equivalent	Ph. D., M.D., or equivalent
FQ78A	**Father** or male guardian	1	2	3	4	5	6	7	8	9
FQ78B	**Mother** or female guardian	1	2	3	4	5	6	7	8	9

79. Please describe below the job most recently held by your father (or male guardian), even if he is retired, deceased, or disabled.

FQ79

a. For **whom** does (or did) he work? (Name of company, business, organization, or other employer)
(Write in): ______________________

b. What **kind of business** or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)
(Write in): ______________________

c. What kind of **job or occupation** does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)
(Write in): ______________________

d. What are (or were) his most frequent **activities or duties** on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)
(Write in): ______________________

80. Did your mother (or female guardian) usually work during the following periods of your life?

(Circle one number on each line.)

		Did not work	Worked part-time	Worked full-time	Does not apply
FQ80A	When you were in high school	1	2	3	4
FQ80B	When you were in elementary school	1	2	3	4
FQ80C	Before you went to elementary school	1	2	3	4

FQ81 **81. Did you formally apply for admission (fill out a form and send it in) to any college or other school at any time before October 1973?**

No .... 1 — *(SKIP to q. 85) Next page* ⟶
Yes 2

82a. When you first applied, what was the name and address of the FIRST school or college of your choice?

Name: FQ82NAME FICE CODE: FQ82AA
Address: FQ82AB (city) FQ82AC (state)

FQ82B **82b. Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

FQ82C **82c. Did you apply for financial aid at this school?**

(Circle one.)

No .... 1 } — *(SKIP to q. 83a)*
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

82d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $ FQ82DA Loan: $ FQ82DB Promised job: $ FQ82DC

83a. At that time, what was the name and address of your SECOND CHOICE school or college?

FQ83AA I applied to only one school .... 1 — *(SKIP to q. 85) Next page* ⟶
Name: FQ83NAME FICE CODE: FQ83AB
Address: FQ83AC (city) FQ83AD (state)

FQ83B **83b. Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

FQ83C **83c. Did you apply for financial aid at this school?**

(Circle one.)

No .... 1 } — *(SKIP to q. 84a)*
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

83d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $ FQ83DA   Loan: $ FQ83DB   Promised job: $ FQ83DC

84a. At that time, what was the name and address of your THIRD CHOICE school or college?

FQ84AA I applied to only two schools .... 1 — *(SKIP to q. 85)*

Name: FQ84NAME   FICE CODE: FQ84AB

Address: FQ84AC (city)   FQ84AD (state)

FQ84B **84b. Were you accepted for admission at this school?**

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

FQ84C **84c. Did you apply for financial aid at this school?**

(Circle one.)

No .... 1 } — *(SKIP to q. 85)*
Yes, but was offered no financial aid .... 2 }
Yes, and was offered financial aid 3

84d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $ FQ84DA   Loan: $ FQ84DB   Promised job: $ FQ84DC

85. How helpful were your high school's counseling services in each of the following areas?

(Circle one number on each line.)

		Services NOT available	Services available but NOT consulted	SERVICES CONSULTED AND... Very helpful	Helpful	NOT helpful
FQ85A	Learning how my interests and abilities fit with different jobs or occupations	1	2	3	4	5
FQ85B	Finding out where to train for the job or occupation I wanted	1	2	3	4	5
FQ85C	Placing me in a job or helping me to find employment	1	2	3	4	5
FQ85D	Finding out the schools or colleges I qualified for which suited my abilities and interests	1	2	3	4	5
FQ85E	Finding out about costs at different schools or colleges and how to obtain financial aid	1	2	3	4	5
FQ85F	Obtaining financial aid to go to school or college	1	2	3	4	5
FQ85G	Recommending fields of work likely to have expanding employment opportunities	1	2	3	4	5

D

BQ2 **86. Which of the following best describes your high school program?**

(Circle one.)

General	1
Academic or college preparatory	2
Vocational or technical:	
Agricultural occupations	3
Business or office occupations	4
Distributive education	5
Health occupations	6
Home economics occupations	7
Trade or industrial occupations	8

BQ5 **87. Which of the following best describes how well you did in all of your course work while in high school?**

(Circle one.)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

BQ8 **88. When you were a senior in high school, how many hours per week on the average did you work in a paid or unpaid job? Do NOT include work while in a vacation period.**

(Circle one.)

None	0
Less than 6 hours	1
6 to 10 hours	2
11 to 15 hours	3
16 to 20 hours	4
21 to 25 hours	5
26 to 30 hours	6
More than 30 hours	7

89. When you were a senior in high school, did you participate in any of the following types of activities, either in or out of school?

(Circle one number on each line.)

		Did NOT participate	Participated actively	Participated as a leader or officer
BQ10A	Athletic teams, intramurals, letterman's club, sports club	1	2	3
BQ10B	Cheerleaders, pep club, majorettes	1	2	3
BQ10C	Debating, drama, band, chorus	1	2	3
BQ10D	Hobby clubs such as photography, model building, hot rod, electronics, crafts	1	2	3
BQ10E	Honorary clubs such as Beta Club or National Honor Society	1	2	3
BQ10F	School newspaper, magazine, yearbook, annual	1	2	3
BQ10G	School subject matter clubs such as science, history, language, business, art	1	2	3
BQ10H	Student council, student government, political club	1	2	3
BQ10I	Vocational education clubs such as Future Homemakers, Future Teachers, Future Farmers of America, DECA, OEA, FBLA, or VICA	1	2	3

BQ27 **90. When did you first decide whether or not you would go to college?**

	(Circle one.)
I decided before the 10th grade	1
I decided in the 10th grade	2
I decided in the 11th grade	3
I decided in the 12th grade (senior year)	4
I decided after leaving high school	5
I'm still undecided	6

BQ16 **91. When you were still a senior in high school, what did most of your close friends plan to do after finishing high school?**

	(Circle one.)
Enter the military service	1
Go to vocational, technical, business, or trade schools	2
Become full-time homemakers	3
Go to college	4
Enter apprenticeships or on-the-job training programs	5
Go to work full-time	6
I don't know	7
Other	8

92. As far as you remember, when you were a senior in high school, how much schooling did your father or mother (or guardian) want you to get?

(Circle one number on each line.)

	Don't know, or Does not apply	**High School**		**Vocational, trade, business, or career program in a school or college**		**Academic programs**			
		NOT finish	**Finish**	**Less than two years**	**Two years or more**	**Some college (including two-year degree)**	**Finish college (four-or five-year degree)**	**Master's degree or equivalent**	**Ph. D., M.D., or equivalent**
BQ91A **Father** or male guardian	1	2	3	4	5	6	7	8	9
BQ91B **Mother** or female guardian	1	2	3	4	5	6	7	8	9

BQ93 **93. What is the approximate income before taxes of your parents (or guardian)? Include taxable and nontaxable income from all sources.**

	(Circle one.)
Less than $3,000 a year (about $60 a week or less)	01
Between $3,000 and $5,999 a year (from $60 to $119 a week)	02
Between $6,000 and $7,499 a year (from $120 to $149 a week)	03
Between $7,500 and $8,999 a year (from $150 to $179 a week)	04
Between $9,000 and $10,499 a year (from $180 to $209 a week)	05
Between $10,500 and $11,999 a year (from $210 to $239 a week)	06
Between $12,000 and $13,499 a year (from $240 to $269 a week)	07
Between $13,500 and $14,999 a year (from $270 to $299 a week)	08
Between $15,000 and $18,000 a year (from $300 to $359 a week)	09
Over $18,000 a year (about $360 a week or more)	10

94. Do your parents have the following in their home?

(Circle one number on each line.)

		Yes	**No**
BQ94A	A specific place for study	1	2
BQ94B	Daily newspaper	1	2
BQ94C	Dictionary	1	2
BQ94D	Encyclopedia or other reference books	1	2
BQ94E	Magazines	1	2
BQ94F	Record player	1	2
BQ94G	Tape recorder or cassette player	1	2
BQ94H	Color television	1	2
BQ94I	Typewriter	1	2
BQ94J	Electric dishwasher	1	2
BQ94K	Two or more cars or trucks that run	1	2

BQ84 **95. How do you describe yourself?**

(Circle one.)

American Indian	1
Black or Afro-American or Negro	2
Mexican-American or Chicano	3
Puerto Rican	4
Other Latin-American origin	5
Oriental or Asian-American	6
White or Caucasian	7
Other	8

BQ88 **96. Is English the language spoken most often in your parents' home?**

Yes	1
No	2

BQ92 **97. What religion were you brought up in?**

(Circle one.)

Protestant	1
Roman Catholic	2
Other Christian	3
Jewish	4
None	5
Other (please specify ______________________)	6

BQ95 **98. When you were a senior in high school which of the following best described the location of the place in which you lived?**

(Circle one.)

In a rural or farming community	1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	2
In a medium-sized city (50,000-100,000 people)	3
In a suburb of a medium-sized city	4
In a large city (100,000-500,000 people)	5
In suburb of a large city	6
In a very large city (over 500,000 people)	7
In a suburb of a very large city	8

BQ83 **99. During your senior year in high school did you have a physical condition that limited the kind and amount of work you could do on a job?**

Yes	1
No	2

The OPERATION FOLLOW-UP staff would like to get in touch with you again next year to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on the next page. This information will be kept in strict confidence and will only be used for future survey purposes.

Section F — Background Information

Please PRINT the name, address, and telephone number where you can most usually be reached during the coming year.

OMITTED

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the name, address and telephone number of your parents.

OMITTED

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

OMITTED

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

OMITTED

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please give the following information about yourself.

FBIRTH (a) Date of birth ______ (month) ______ (day) ______ (year)

FSEX (b) Sex: (Circle one.) Male 1
Female 2

OMITTED (c) Social Security No. ______

OMITTED (d) Driver's License No. ______ State ______

FDATE (e) When did you complete this questionnaire? ______ (month) ______ (day) ______ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

O.M.B. No. 51-S-74032
APPROVAL EXPIRES SEPT. 1975

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Second Follow-Up Questionnaire

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1974

E FORM 2367-2
RC 4023

National Center for Educational Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

DIRECTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Education & Training
C. Work Experience
D. Family Status
E. Military Service
F. Activities and Opinions
G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?

(Circle one number on each line.)

	My Reasons	**Not My Reasons**
Graduated	[✓ 1]	2
Entered college	1	[✓ 2]
Went to work	[✓ 1]	2

When you complete this questionnaire, please return it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

A post-paid and pre-addressed envelope is enclosed for your convenience.

Section A: General Information

FACTS ABOUT YOU IN OCTOBER 1974

1. **What were you doing the first week of October 1974?**

(Circle as many as apply.)

SQ1A	Working for pay at a full-time or part-time job	1
SQ1B	Taking academic courses at a two- or four-year college	2
SQ1C	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3
SQ1D	On active duty in the Armed Forces (or service academy)	4
SQ1E	Homemaker	5
SQ1F	Temporary lay-off from work, looking for work, or waiting to report to work	6
SQ1G	Other (describe: ______________________)	7

SQ2 2. **How would you describe your living quarters as of the first week of October 1974?**

(Circle one.)

Private house, apartment, or mobile home	1
Dormitory or apartment operated by a school or college	2
Fraternity or sorority house	3
Rooming or boarding house	4
Military service barrac[illegible] board ship, etc.	5
Other (describe: ______________________)	6

SQ3 3. **With whom did you live as of the first week of October 1974?**

(Circle one.)

By myself	1
With my parents	2
With my husband or wife	3
With parents and husband or wife	4
With other relatives	5
With person(s) not related to me	6

SQ4 **4. Which of the following best describes the location of the place where you lived in the first week of October 1974?**

(Circle one.)

In a rural or farming community	1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	2
In a medium-sized city (50,000-100,000 people)	3
In a suburb of a medium-sized city	4
In a large city (100,000-500,000 people)	5
In a suburb of a large city	6
In a very large city (over 500,000 people)	7
In a suburb of a very large city	8
A military base or station	9

SQ5 **5. Is this the SAME city or community where you lived a year ago in October 1973?**

Yes	1	*GO TO Q. 8*
No	2	*GO TO Q. 6*

SQ6 **6. How far is this from where you lived in October 1973?**

(Circle one.)

Less than 50 miles	1
50 to 99 miles	2
100 to 199 miles	3
200 to 499 miles	4
500 miles or more	5

SQ7 **7. What was the main reason you moved to the place where you live now?**

(Circle one.)

To find or take a job	1
To go to school	2
To follow my parents or spouse to a new location	3
Other (specify: ______________________________)	4

SQ8 **8. How do you describe yourself?**

(Circle one.)

American Indian	1
Black or Afro-American or Negro	2
Mexican-American or Chicano	3
Puerto Rican	4
Other Latin-American origin	5
Oriental or Asian-American	6
White or Caucasian	7
Other	8

Section B: Education & Training

This section asks information about your training and education. The emphasis is on your school experiences from October 1973 through October 1974. (Persons in the military service should also answer the questions in this section.)

SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1974

SQ9 **9. From October 1973 through October 1974 were you enrolled in or did you take classes at any school like a college or university, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

No .... 1 *GO TO Q. 58, p. 10*
Yes .... 2 *GO TO Q. 10* →

SQ10 **10. Did you attend school in the first week of October 1974?**

No .... 1 *GO TO Q. 32, p. 7*
Yes .... 2 *GO TO Q. 11*

11. What is the exact name and location of the school you were attending in the first week of October 1974? (Please print and do not abbreviate.)

School Name: SQ11NAME
City: __________ State: SQ11B
FICE CODE: SQ11A

SQ12 **12. What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (describe: __________) .. 4

SQ13 **13. Were you attending this school as part of an Armed Forces training program?**

Yes 1
No 2

14. When did you first attend this school? SQ14A (month) SQ14B (year)

15. Are you currently attending this school?

SQ15A Yes 1
No .... 2 Date left: SQ15B (month) SQ15C (year)

SQ16 **16. During the first week of October 1974, were you classified by this school as a full-time student?**

Yes 1
No 2
Don't know 3

SQ17 **17. During October 1974, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

__________ Hours per week

SQ18 **18. At that time how were you classified by your school?**

	(Circle one.)
Freshman (First-year Student)	1
Sophomore (Second-year Student)	2
Junior (Third-year Student)	3
Senior (Fourth-year Student)	4
Special Student	5
Other classification (specify: ______________________)	6
My school doesn't classify students	7

SQ19 **19. As of the first week of October 1974, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ____

20. Please select below the category which best describes this field or area.

SQ20A

	(Circle one.)
Agriculture and Home Economics	1
Business (accounting, marketing, personnel management, etc.)	2
Office and Clerical (bookkeeping, stenography, general office, etc.)	3
Computer Technology (keypunch operator, programming, computer operations, etc.)	4
Education (elementary, special, physical, etc.)	5
Engineering (civil, electrical, mechanical, etc.)	6
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	7
Humanities and Fine Arts (music, religion, English, etc.)	8
Health Services (nursing, lab technician, occupational therapy, etc.)	9
Public Services (law enforcement, food service, recreation, beautician, etc.)	10
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	11
Social Sciences (psychology, history, economics, sociology, etc.)	12
Biological Sciences (zoology, physiology, anatomy, etc.)	13
OTHER field or area (specify: SQ20B)	14
UNDECIDED	15

SQ21 **21. This (above) is:**

An ACADEMIC program (typically leads to a 4-or 5-year Bachelor's degree)	1
A VOCATIONAL program (does not lead to a Bachelor's degree)	2

SQ22 **22. How long does it normally take one to complete this program of studies from beginning to end?**

	(Circle one.)
Less than one year	0
One year	1
Two years	2
Three years	3
Four years	4
More than 4 years	5

23. As of the first week of October 1974, what kind of certificate, license, diploma, or degree were you studying for?

		(Circle as many as apply.)	(Year expect to complete.)
SQ23A	None	1	
SQ23BA	A certificate (specify in what: SQ23BB)	2	(SQ23BC)
SQ23CA	A license (specify in what: SQ23CB)	3	(SQ23CC)
SQ23DA	A two-year or three-year vocational degree or diploma	4	(SQ23DB)
SQ23EA	A two-year academic degree	5	(SQ23EB)
SQ23FA	A four-year or five-year college Bachelor's degree	6	(SQ23FB)
SQ23GA	Other (specify: SQ23GB)	7	(SQ23GC)

SQ24 **24. Was your field of study or training area in October 1974 the same as it was a year ago in October 1973?**

	(Circle one.)	
Yes	1	GO TO Q. 26
No, I hadn't decided upon a field or area a year ago	2	
No, I wasn't enrolled in school a year ago	3	GO TO Q. 28, next page
No, I changed my field or area during the year	4	GO TO Q. 25

25. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

			My Reasons	NOT My Reasons
SQ25A	a	Courses more difficult than I expected	1	2
SQ25B	b	Met people with new ideas	1	2
SQ25C	c	Poor advice on original choice	1	2
SQ25D	d	Lack of information on jobs related to original choice	1	2
SQ25E	e	Content of courses different from what I expected	1	2
SQ25F	f	New information about other fields of study or training areas	1	2
SQ25G	g	Interest aroused by courses	1	2
SQ25H	h	More jobs available for graduates in the field I changed to	1	2
SQ25I	i	Better jobs available for graduates in the field I changed to	1	2
SQ25J	j	Other (specify:)	1	2

SQ26 **26. Was the school you attended in the first week of October 1974 the SAME school you attended a year ago in October 1973?**

Yes	1	GO TO Q. 28, next page
No, enrolled in different school in October 1973	2	GO TO Q. 27, next page

27. What were your reasons for changing schools?

(Circle one number on each line.)

			My Reasons	**NOT My Reasons**
SQ27A	a.	My interest changed, and my former school did not offer the course of study I wanted	1	2
SQ27B	b.	Wanted to attend a less expensive school	1	2
SQ27C	c.	My grades were too low to continue at the former school	1	2
SQ27D	d.	Wanted to be at a smaller school	1	2
SQ27E	e.	Wanted to be at a larger school	1	2
SQ27F	f.	Wanted to attend school closer to home	1	2
SQ27G	g.	Wanted to attend a school farther away from home	1	2
SQ27H	h.	Wanted to attend a school that would give me better career opportunities	1	2
SQ27I	i.	Wanted to attend a more prestigious school	1	2
SQ27J	j.	Wanted to attend a school where I could maximize my intellectual and personal development	1	2
SQ27K	k.	More group or social activities of interest	1	2
SQ27L	l.	Transferred from a two-year to a four-year school to continue my education	1	2
SQ27M	m.	Other (specify: ________________)	1	2
SQ27N-SQ27U	-	See text.		

SQ28 **28. During October 1974, were you working on a job(s) at the SAME TIME that you were going to school?**

No	1	*GO TO Q. 32, next page*
Yes	2	*GO TO Q. 29* ⟶

SQ29 **29. At that time, how many hours per week did you normally work?**

(Circle one.)

1-5 hours per week	1
6-10 hours per week	2
11-15 hours per week	3
16-20 hours per week	4
21-34 hours per week	5
35 or more hours per week	6

SQ30 **30. During October 1974, did you work for the school you were attending?**

(Circle one.)

No	1
Yes, working for pay (only)	2
Yes, working off cost of tuition, housing or meals	3
Yes, both of the above	4

SQ31 **31. Did someone at the school (for example, a teacher, counselor, employment officer) help you find the job you had in October 1974?**

Yes	1
No	2

ATTENDANCE AT OTHER SCHOOLS FROM OCTOBER 1973 TO OCTOBER 1974

SQ32 **32. Besides any schools you may already have reported in this section, did you enroll in or take classes at any OTHER schools from October 1973 to October 1974? (Again include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.)**

No .... 1 *GO TO Q. 38, next page*
Yes .... 2 *GO TO Q. 33*

33. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one (other) school, then give the one that you attended the longest.)

School Name SQ33NAME
City: ________ State: SQ33B
FICE CODE: SQ33A

SQ34 **34. What kind of school is this?**

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (describe ________) 4

35a. When did you first attend this school? SQ35AA (month) SQ35AB (year)

35b. Are you now attending this school?

SQ35BAYes 1
No .... 2 Date left SQ35BB (month) SQ35BC (year)

SQ36 **36. Did you withdraw from this school before you completed your studies?**

(Circle one.)

No .... 1 *GO TO Q. 38, next page*
Yes, but I have since returned to school 2
Yes, but I plan to return before October 1975 .... 3 *GO TO Q. 37*
Yes, and I do not plan to return before October 1975 4

37. What were your reasons for withdrawing?

(Circle one number on each line.)

			My Reasons	**NOT My Reasons**
SQ37A	a	Became ill	1	2
SQ37B	b	Had financial difficulties	1	2
SQ37C	c	Was offered a good job	1	2
SQ37D	d	Got married or planned to get married	1	2
SQ37E	e	School work was not relevant to the real world	1	2
SQ37F	f	Wanted to get practical experience	1	2
SQ37G	g	Failing or not doing as well as I wanted	1	2
SQ37H	h	Wasn't really sure what I wanted to do	1	2
SQ37I	i	Transferred to another school	1	2
SQ37J	j	Other (describe)	1	2

38. With regard to your education and training during the past year, how satisfied as a whole are you with the following?

(Circle one number on each line.)

		Very satisfied	Somewhat satisfied	Neutral or no opinion	Somewhat dissatisfied	Very dissatisfied
SQ38A	a. The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
SQ38B	b. The social life	1	2	3	4	5
SQ38C	c. Development of my work skills	1	2	3	4	5
SQ38D	d. My intellectual growth	1	2	3	4	5
SQ38E	e. Counseling or job placement	1	2	3	4	5
SQ38F	f. The buildings, library, equipment, etc.	1	2	3	4	5
SQ38G	g. Cultural activities, music, art, drama, etc.	1	2	3	4	5
SQ38H	h. The intellectual life of the school	1	2	3	4	5
SQ38I	i. Course curriculum	1	2	3	4	5

SQ39 **39. Which of the following best describes how well you have done in all of your coursework or program from October 1973 through October 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

(Circle one.)

Mostly A	1
About half A and half B	2
Mostly B	3
About half B and half C	4
Mostly C	5
About half C and half D	6
Mostly D or below	7

SQ40 **40. Have you had a teacher or instructor during this period who knows you well enough to write you a letter of reference or give you a recommendation for a job or for attendance at another school?**

Yes	1
No	2

SQ41 **41. Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?**

I don't know	1	*GO TO Q. 44, next page*
No	2	
Yes	3	*GO TO Q. 42*

42. Since leaving high school, about how many credits had you earned by October 1974?

(Write in.)

SQ42A ______ Number of quarter hours

SQ42B ______ Number of semester hours

SQ42C ______ Number of other type of credits (specify type: ______________)

43. Have you taken advantage of any of the following opportunities to accelerate your college program?

(Circle as many as apply.)

SQ43A	Have NOT accelerated my program	1
SQ43B	Began college work before finishing high school	2
SQ43C	Took an advanced placement course which would allow me to finish sooner	3
SQ43D	Received credit for a course just by taking a special exam	4
SQ43E	Took course work during summer school	5
SQ43F	Took extra courses during the regular school term	6
SQ43G	Other (specify: ______________)	7
SQ43H-SQ43J	See text.	

SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1974

44. Considering just the 12-month period from Fall 1973 through Summer 1974, what is your estimate of how much it cost you to live and go to school? (If you were not in training or school during this time, check here ☐ and go to Q. 58, next page.)

Do not include costs after Summer 1974.

(Estimate the amount for each item. Write "none" where you had no expenses.)

SQ44A Tuition and fees .... $

SQ44B Books and supplies .... $

SQ44C Transportation to and from class from where I live while attending school .... $

SQ44D Housing and meals .... $

SQ44E All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc .... $

SQ44FA, FB, FC* HOW MUCH MONEY IS THIS IN TOTAL? .... $

SQ45 **45. How many months were you in school from Fall 1973 through Summer 1974?** (months)

SQ46 **46. Considering just the period from Fall 1973 through Summer 1974, did you receive any kind of scholarship, fellowship, or grant to go to school?**

No .... 1 *GO TO Q. 49*

Yes .... 2 *GO TO Q. 47* ⟶

47. Check below which kind(s) of scholarship, fellowship, or grant you received. (✓)

SQ47A a) Basic Educational Opportunity Grant

SQ47B b) Supplemental Educational Opportunity Grant

SQ47C c) College scholarship or grant from college funds

SQ47D d) ROTC scholarship or stipend

SQ47E e) Nursing Scholarship Program

SQ47F f) Social Security Benefits (for students 18-22 who are children of disabled or deceased parents)

SQ47G g) Veteran's Administration War Orphans or Survivors Benefits Program

SQ47H h) Veterans Administration Direct Benefits (GI Bill)

SQ47I i) State scholarship

SQ47J j) Other scholarship or grant (write in:

SQ47K-P See text.

SQ48 **48. How much was the total dollar value of the scholarship(s), fellowship(s) or grant(s) you received for this period?** $

SQ49 **49. Considering just the period from Fall 1973 through Summer 1974, did you receive a loan to go to school?**

No .... 1 *GO TO Q. 52, next page*

Yes .... 2 *GO TO Q. 50* ⟶

50. Check below which kind(s) of loan you obtained. (✓)

SQ50A a) Federal Guaranteed Student Loan

SQ50B b) State Loan

SQ50C c) Regular bank loan

SQ50D d) National Defense (Direct) Student Loan

SQ50E e) Nursing Student Loan

SQ50F f) School or College Loan

SQ50G g) Relatives or friends

SQ50H h) Other loan (write in

SQ50I-J See text.

SQ51 **51. How much was the total dollar value of the loan(s) you received for this period?** $

---

* See manual for coding instructions.

SQ52 **52. Considering just the period from Fall 1973 through Summer 1974, did you receive financial assistance (not a loan) from any relatives or friends to go to school?**

No..............1 *GO TO Q. 55*
Yes ....2 *GO TO Q. 53* ⟶ **53. Check the sources below from which you received this financial assistance.**

		(✓)
SQ53A	a) Parents	___
SQ53B	b) Husband or wife	___
SQ53C	c) Other family or friends	___

SQ54 **54. How much was the total dollar value of the financial assistance you received from family or friends for this period?** $________________

SQ55 **55. Considering just the period from Fall 1973 through Summer 1974, did you pay any of the costs to go to school from money you had saved or earned?**

No..............1 *GO TO Q. 58*
Yes ....2 *GO TO Q. 56* ⟶ **56. Check below all that apply.**

		(✓)
SQ56A	a) Own savings or summer earnings	___
SQ56B	b) College work-study programs	___
SQ56C	c) Other earnings while taking courses	___

SQ57 **57. How much was the total dollar value of your savings and earnings used during this period?**

$________________

OTHER TRAINING

SQ58 **58. From October 1973 to October 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

No..............1 *GO TO Q. 66, next page*
Yes ....2 *GO TO Q. 59*

59. What type of training program(s) or course(s) have you participated in?

(Circle as many as apply.)

SQ59A	An Armed Forces training program	1
SQ59B	On-the-job training (a program of instruction during normal working hours)	2
SQ59C	Formal Registered Apprenticeship (your state or labor union)	3
SQ59D	Manpower Development and Training (MDTA)	4
SQ59E	Work Incentive (WIN)	5
SQ59F	Neighborhood Youth Corps (NYC)	6
SQ59G	Other manpower program (specify: ________________)	7
SQ59H	Correspondence course(s)	8
SQ59I	Non-credit courses for personal enrichment	9
SQ59J	Other (specify: ______________________________)	10
SQ59K-M	See text.	

SQ60 **60. Were you being trained for some type of work?**

No .... 1 *GO TO Q. 62*
Yes .... 2 *GO TO Q. 61*

SQ61 **61. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ______________________________

SQ62 **62. How long does (or did) this program last?**
(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more 4

SQ63 **63. Have you completed this program?**
(Circle one.)

Yes 1
No, left without completing 2
No, still enrolled 3

SQ64 **64. Have you used this training on any job?**

Yes 1
No 2

SQ65 **65. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?**
(Circle one.)

DOES NOT APPLY TO ME since my training was in the military or on-the-job 1
I did not want or did not need help from the center in finding a job 2
I wanted and needed help but did not receive any from the center 3
The center provided information on job openings in my field 4
The center put me directly in touch with possible employers or arranged a job for me 5

66. From October 1973 to October 1974, did you earn any certificate, license, diploma, or degree of any kind?
(Circle as many as apply.)

SQ66A No 1
SQ66BA Yes, a certificate (specify in what: SQ66BB) 2
SQ66CA Yes, a license (specify in what: SQ66CB) 3
SQ66D Yes, a two-year or three-year vocational degree or diploma 4
SQ66E Yes: a two-year academic degree 5
SQ66F Yes, a four-year or five-year college Bachelor's degree 6
SQ66GA Yes, other (specify: SQ66GB) 7

USING YOUR TRAINING SINCE LEAVING HIGH SCHOOL

SQ67 **67. Have you ever tried to find work on a job where you might use what you learned from any school or college you attended since leaving high school?**

No, because have NOT attended any school or college since leaving high school ...... 1 } *SKIP TO SECTION C, p. 13*
No, although I HAVE attended a school or college since leaving high school .... 2 } *SKIP TO SECTION C, p. 13*
Yes .... 3 *GO TO Q. 68*

SQ68 **68. Did you try to find work for which you could use what you learned in school in the locality where you received your training?**

No .... 1 *GO TO Q. 70, next page*
Yes .... 2 *GO TO Q. 69, next page*

69. What were your experiences in this locality (where you received your training) in trying to find work for which you could use your training?

(Circle one.)

SQ69A a. To be hired in this locality for this kind of work, does a person actually have to have the training?

Yes 1
No 2
Don't know 3

(Circle one.)

SQ69B b. Does a person have to have prior job experience doing this kind of work in order to get hired in this locality?

Yes 1
No 2
Don't know 3

(Circle one.)

SQ69C c. Do you think there are more people in this locality who can do this work than there are jobs for them, or are there more jobs than qualified people?

More people than jobs 1
More jobs than people 2
About the same 3
Don't know 4

(Circle one.)

SQ69D d. About how many companies in this area are there that hire people to do this kind of work?

None 0
Only one 1
A few 2
Many 3
Don't know 4

(Circle one.)

SQ69E e. Do most of the new people hired by companies in this area live or go to school here, or do they come into the area to take the jobs?

Mostly local people 1
Mostly from outside 2
About equal numbers 3
Don't know 4

SQ70 **70. Since leaving high school, have you tried to find work for which you could use your training somewhere other than in the locality where you received it, such as in another part of the state or another section of the country?**

Yes 1
No 2

SQ71 **71. Did you find work for which you could use what you learned in school?**

(Circle one.)

No .... 1 *SKIP TO SECTION C, next page*
Yes, in the locality where I received my training 2
Yes, somewhere else 3
Yes, both of the above 4
GO TO Q. 72 ⟶

SQ72 **72. After receiving your training, how long did it take you to find this work?**

(Circle one.)

Before I completed my training 1
Immediately, or within a few days .. 2
One to four weeks 3
One or two months 4
Three to six months 5
More than six months 6

SQ73 **73. How well did your training prepare you for this work?**

(Circle one.)

Very well 1
Fairly well 2
Not well at all 3

Section C: Work Experience

In this section, we would like to find out about the jobs you may have held from October 1973 through October 1974. Include full-time jobs, part-time jobs, apprenticeships, on-the-job-training, military service and so on.

SQ74 **74. From October 1973 through October 1974, did you hold a job of any kind?**

No . . . . . . 1 *GO TO Q. 91a, p. 15*
Yes . . . . . . 2 *GO TO Q. 75* ⟶

SQ75 **75. Were you working during the first week of October 1974?**

No . . . . 1 *GO TO Q. 91a, p. 15*
Yes, full-time . . . . 2 } *GO TO Q. 76*
Yes, part-time . . . . 3 }

76. Please describe below the job you held during the first week of October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.)

SQ76A-D

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________

SQ76E e. Were you

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1
A GOVERNMENT employee (Federal, State, county, or local institution or school) 2
Self-employed in your OWN business, professional practice, or farm 3
Working WITHOUT PAY in family business or farm? 4

f. When did you start working at this job? SQ76FA (month) SQ76FB (year)

g. Are you currently working at this job?

SQ76GA
Yes 1
No . . . . 2 Date left: SQ76GB (month) SQ76GC (year)

SQ77 **77. How many hours did you usually work at this job in an average week?**

_______ Hours per week

SQ78 **78. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week
(Earnings before deductions)

197

79. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

			Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
SQ79A	a.	Pay and fringe benefits	1	2	3	4
SQ79B	b.	Importance and challenge	1	2	3	4
SQ79C	c.	Working conditions	1	2	3	4
SQ79D	d.	Opportunity for promotion and advancement with this employer	1	2	3	4
SQ79E	e.	Opportunity for promotion and advancement in this line of work	1	2	3	4
SQ79F	f.	Opportunity to use past training and education	1	2	3	4
SQ79G	g.	Security and permanence	1	2	3	4
SQ79H	h.	Supervisor(s)	1	2	3	4
SQ79I	i.	Opportunity for developing new skills	1	2	3	4
SQ79J	j.	Job as a whole	1	2	3	4
SQ79K	k.	The pride and respect I receive from my family and friends by being in this line of work	1	2	3	4

SQ80 **80. Not including on-the-job training, did you receive formal instruction to do this kind of work?**

No .... 1 *GO TO Q. 85, next page*

Yes .... 2 *GO TO Q. 81* ⟶ **81. Where did you receive this training?**

(Circle as many as apply.)

SQ81A	High school	1
SQ81B	Vocational, trade, business, or other career training school	2
SQ81C	Junior or community college	3
SQ81D	Four-year college or university	4
SQ81E	Military service	5
SQ81F	Other (describe: ____________________)	6

82. What were your experiences while working on this job?

(Circle one number on each line.)

			My Experience	NOT My Experience
SQ82A	a.	I have been able to apply most of what I learned in school	1	2
SQ82B	b.	I would have liked more experience in my training before I started working	1	2
SQ82C	c.	I received training different from the way it is done on the job	1	2
SQ82D	d.	I was trained with tools or equipment not used on my job	1	2
SQ82E	e.	I could have gotten my job without the training	1	2
SQ82F	f.	I took coursework associated with my training which was not helpful in performing my job	1	2
SQ82G	g.	Most of what I do on the job I learned to do in school	1	2
SQ82H	h.	I consider myself doing as well as others with similar training	1	2
SQ82I	i.	I consider going to school and getting the training a wise choice	1	2

SQ83 **83. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?**

Yes 1

No 2

Don't know 3

SQ84 **84. Did the school at which you received your training for this job refer you to this job?**

Yes 1

No 2

SQ85 **85. Do you expect to be working in October 1975?**

No ....1 } *GO TO Q. 88*
Don't know .....2 }
Yes ....3 *GO TO Q. 86* →

86. Do you plan to work for the SAME EMPLOYER?

SQ86
Yes 1
No 2
Don't know 3

87. Do you plan to work at the SAME KIND OF WORK?

SQ87
Yes 1
No 2
Don't know 3

SQ88 **88. Were you working at any OTHER job in the first week of October 1974 at the SAME TIME as you held the job you described above?**

No ....1 *GO TO Q. 92, next page*
Yes..........2 *GO TO Q. 89*

SQ89 **89. How many hours did you usually work at this other job in an average week?** ________Hours per week

SQ90 **90. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$____________per week
(Earnings before deductions)

91a. If you did NOT hold a job during the first week of October 1974, what were the reasons? (If you DID hold a job at that time, check here ☐ and go to Q. 92.)

SQ91ABX

(Circle one number on each line.)

			My Reasons	**NOT MY Reasons**
SQ91AA	a.	Did not want to work	1	2
SQ91AB	b.	On temporary layoff from work or waiting to report to work	1	2
SQ91AC	c.	Was full-time homemaker	1	2
SQ91AD	d.	Going to school	1	2
SQ91AE	e.	Not enough job openings available	1	2
SQ91AF	f.	Union restrictions	1	2
SQ91AG	g.	Would have required moving	1	2
SQ91AH	h.	Required work experience I did not have	1	2
SQ91AI	i.	Jobs available offered little opportunity for career development	1	2
SQ91AJ	j.	Health problems or physical handicap	1	2
SQ91AK	k.	Could not arrange child care	1	2
SQ91AL	l.	Other family responsibilities (including pregnancy)	1	2
SQ91AM	m.	Waiting to enter or in Armed Forces	1	2
SQ91AN	n.	Not educationally qualified for types of work available	1	2
SQ91AO	o.	There were jobs but none where I could use my training	1	2

SQ91B **91b. Were you looking for work during the first week of October, 1974?**

(Circle one.)

Yes, and did NOT work at any job during the period October 1973 to October 1974 ....1 } *GO TO Q. 100b, p. 17*
No, and did NOT work at any job during the period October 1973 to October 1974 ....2 }
Yes, and DID work at a job during the period October 1973 to October 1974 ....3 } *GO TO Q. 92, next page*
No, and DID work at a job during the period October 1973 to October 1974 ....4 }

SQ92 **92. Besides any jobs you may already have reported in this section, were you working at any OTHER job between October 1973 and October 1974?**

No . . . . 1 *GO TO Q. 97, next page*
Yes . . . . 2 *GO TO Q. 93*

93. Please describe below this other job (the most recent one during that period).

SQ93A-D

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ____________________
b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________
c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ____________________
d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________
e. When did you start working at this job? SQ93EA (month) SQ93EB (year)
f. When did you leave this job? SQ93FA (month) SQ93FB (year)

SQ94 **94. How many hours did you usually work at this job in an average week?**

__________ Hours per week

SQ95 **95. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$__________ per week
(Earnings before deductions)

96. How important were the following as reasons for your leaving this job?

(Circle one number on each line.)

			Very Important	**Somewhat Important**	**Not Important**
SQ96A	a.	Poor pay or fringe benefits	1	2	3
SQ96B	b.	Lack of importance and challenge	1	2	3
SQ96C	c.	Poor working conditions	1	2	3
SQ96D	d.	Lack of opportunity for promotion and advancement with this employer	1	2	3
SQ96E	e.	Lack of opportunity for promotion and advancement with this line of work	1	2	3
SQ96F	f.	No or little opportunity to use past training and education	1	2	3
SQ96G	g.	Lack of security or permanence	1	2	3
SQ96H	h.	Dissatisfied with my supervisor(s)	1	2	3
SQ96I	i.	Lack of opportunity for developing new skills	1	2	3
SQ96J	j.	Unhappy with the job as a whole	1	2	3
SQ96K	k.	Moved to another location	1	2	3
SQ96L	l.	I was laid off or fired	1	2	3
SQ96M	m.	Went back to school or college	1	2	3
SQ96N	n.	Got married or had a baby	1	2	3
SQ96O	o.	Left to obtain a better job	1	2	3
SQ96P	p.	Other (specify: ____________________)	1	2	3

SQ97 **97.** **During the entire 52-week period from October 1973 to October 1974, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)**

Number of weeks

SQ98 **98.** **During the same 52-week period from October 1973 to October 1974, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)**

Number of employers

SQ99 **99.** **During the same 52-week period from October 1973 to October 1974, about how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?**

Number of weeks

LOOKING FOR WORK

SQ100A **100a.** **Were you employed during the month of September 1974?**

Yes 1
No 2

SQ100B **100b.** **Were you looking for work during the month of September 1974?**

No .... 1 *GO TO Q. 102*
Yes .... 2 *GO TO Q. 101* →

101. **How long had you been looking for work as of the end of September 1974?**

SQ101 **(Circle one.)**

Less than 2 weeks 1
2-4 weeks 2
5-9 weeks 3
10 weeks or more 4

SQ102 **102.** **Would you be willing to move to another city or community for a job?**

Yes 1
No 2

SQ103 **103.** **At any time from October 1973 through October 1974, were you looking for work or for a different job or employer?**

No .... 1 *SKIP TO SECTION D, next page*
Yes .... 2 *GO TO Q. 104*

104. **What methods were useful to you?**

(Circle one number on each line.)

			Used and Obtained Job	Used But Did NOT Obtain Job	Did NOT Use
SQ104A	a.	School or college placement service	1	2	3
SQ104B	b.	Professional periodicals or organizations	1	2	3
SQ104C	c.	Civil Service applications	1	2	3
SQ104D	d.	Public employment service	1	2	3
SQ104E	e.	Private employment agency	1	2	3
SQ104F	f.	Community action or welfare groups	1	2	3
SQ104G	g.	Newspaper, TV or radio ads	1	2	3
SQ104H	h.	Direct application to employers	1	2	3
SQ104I	i.	Registration with a union	1	2	3
SQ104J	j.	Friends or relatives	1	2	3
SQ104K	k.	Attendance at job fairs	1	2	3
SQ104L	l.	Other (specify)	1	2	3

Section D: Family Status

SQ105 **105. What was your marital status, as of the first week of October 1974?**

(Circle one.)

Never married, but plan to be married within the next 12 months	1	*GO TO Q. 110, next page*
Never married, and don't plan to be married within the next 12 months	2	
Divorced, widowed, separated	3	
Married	4	*GO TO Q. 106*

106. When were you first married? SQ106A (month) SQ106B (year)

107. As of October 1974, what was your husband or wife doing?

(Circle as many as apply.)

SQ107A	Working for pay at a full-time or part-time job	1
SQ107B	Taking academic courses at a two- or four-year college	2
SQ107C	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3
SQ107D	On active duty in the Armed Forces (or service academy)	4
SQ107E	Homemaker	5
SQ107F	Temporary lay-off from work, looking for work, or waiting to report to work	6
SQ107G	Other (describe: ____________________)	7

108. Please describe below the job your husband or wife held during October 1974. (If your spouse was not working, check here ☐ and go to Q. 109.)

SQ108BX

SQ108A–D

a. For whom did he/she work? (Name of company, business, organization, or other employer)

(Write in): ____

b. What kind of business or industry was this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): ____

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, supervisor, police officer, civil engineer, farmer, teacher)

(Write in): ____

d. What were his/her most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): ____

SQ109 **109. As of October 1974, what is the highest level of education that your husband or wife had attained?**

(Circle one.)

Some high school, or less		1
Finished high school		2
Vocational, trade, or business school	Less than two years	3
	Two years or more	4
College program	Some college (including two-year degree)	5
	Finished college (four- or five-year degree)	6
	Master's degree or equivalent	7
	Ph.D., M.D., or equivalent	8

110. Which of the following items do you have the use of (a) as your own because you (or your spouse) have bought them or have been given them, or (b) because they belong to your parents, roommates, dormitory, apartment building, etc?

(Circle one number on each line.)

			Have As My Own	**Have But Don't Own**	**Don't Have Use Of**
SQ110A	a.	Daily newspaper	1	2	3
SQ110B	b.	Dictionary	1	2	3
SQ110C	c.	Encyclopedia or other reference books	1	2	3
SQ110D	d.	Magazines	1	2	3
SQ110E	e.	Record player	1	2	3
SQ110F	f.	Tape recorder or cassette player	1	2	3
SQ110G	g.	Color television	1	2	3
SQ110H	h.	Typewriter	1	2	3
SQ110I	i.	Electric dishwasher	1	2	3
SQ110J	j.	Two or more cars or trucks that run	1	2	3
SQ110K	k.	A specific place for study	1	2	3

SQ111 **111. Not including yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the first week of October 1974.**

(Circle one.)

0....1....2....3....4 or more

SQ112 **112. As of the first week of October 1974, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?**

Yes 1

No 2

113. What is the best estimate of your income before taxes for ALL OF 1974? If you are married, include your spouse's income in the total, but do not include loans and gifts. Please make an entry on each line, either a dollar amount, or if you will receive no income from a source during 1974, write in the word "none".

	Source	**Amount Will Receive**
SQ113A	Your own wages, salaries, commissions, and net income from a business or farm	$ ________
SQ113B	Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm	$ ________
SQ113C	All other income you and your spouse will receive (include interest, dividends, rental property income, public assistance, unemployment compensation, cash, gifts, scholarships, fellowships, etc.)	$ ________

SQ114 **114.** TOTAL INCOME YOU AND YOUR SPOUSE WILL RECEIVE .... $ ________

SQ115 **115. For the year of 1974, how satisfied as a whole have you been with the amount of money you have had to get along on?**

(Circle one.)

Very satisfied	1
Somewhat satisfied	2
Neutral or no opinion	3
Somewhat dissatisfied	4
Very dissatisfied	5

116. Not including home mortgages, did you owe money as of the first week of October 1974 for:

(Circle one number on each line.)

		None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	More than $2000
SQ116A	a. Education or training	0	1	2	3	4	5
SQ116B	b. Other debts (car, rent, appliances, medical bills, and so on)	0	1	2	3	4	5

117. As of the first week of October 1974, how much money have you saved and plan to use for:

(Circle one number on each line.)

		None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	More than $2000
S0117A	a. Education or training	0	1	2	3	4	5
SQ117B	b. General savings or other plans	0	1	2	3	4	5

SQ118 **118. As of the first week of October 1974, how many children did you have?**

(Circle one.)

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 or more

119. How many brothers do you have?

(Circle one number on each line.)

SQ119A	a. Older brothers	0	1	2	3	4	5 or more
SQ119B	b. Younger brothers	0	1	2	3	4	5 or more

120. How many sisters do you have?

(Circle one number on each line.)

SQ120A	a. Older sisters	0	1	2	3	4	5 or more
SQ120B	b. Younger sisters	0	1	2	3	4	5 or more

Section E: Military Service

SQ121 **121. Since October 1973, have you served in the Armed Forces, or a Reserve or National Guard Unit?**

(Circle one.)

No .... 1 } *SKIP TO SECTION F, next page*
Yes, National Guard or Reserves but not active duty .... 2 }
Yes, active duty .... 3 *GO TO Q. 122*

SQ122 **122. In which branch of the Armed Forces did you serve? (Write in):** ____________________

123. When did you begin active duty? SQ123A (month) SQ123B (year)

SQ124 **124. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

No .... 1 *GO TO Q. 126*
Yes .... 2 *GO TO Q. 125*

SQ125 **125. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)**

Name of program: ______________________________ **MOS:** __________

126. What is the highest pay grade and specialty rating you have held?

Pay grade: SQ126A **Specialty rating:** SQ126B

127. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

		Yes	**No**
SQ127A	Prepared you for the high school equivalency test?	1	2
SQ127B	Prepared you for equivalency tests that can be taken for college credit?	1	2
SQ127C	Were college-sponsored courses which gave college credits?	1	2

128. Are you currently on active duty?

No (Date left: SQ128B month SQ128C year) .... 1 *SKIP TO SECTION F, next page*
SQ128A Yes .... 2 *GO TO Q. 129*

SQ129 **129. How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

For a two-year tour of duty only 1
For a three- or four-year tour of duty 2
For more than one enlistment, but less than a full career 3
For a full career (20 years minimum) 4
Have not decided 5

130. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

		My Plans	**NOT my Plans**
SQ130A	Full-time or part-time work	1	2
SQ130B	College, either full-time or part-time	1	2
SQ130C	Technical, vocational, or business or career training school, either full-time or part-time	1	2
SQ130D	Registered apprenticeship or on-the-job training program	1	2
SQ130E	Retire	1	2
SQ130F	Undecided	1	2
SQ130G	Other (specify ____________________)	1	2

Section F: Activities and Opinions

131. To what extent have you voluntarily participated in the following groups during the year October 1973 through October 1974? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)

(Circle one number on each line.)

			Active Participant	**Member Only**	**Not At All**
SQ131A	a.	Youth organizations—such as Little League coach, scouting, etc.	1	2	3
SQ131B	b.	Union, farm, trade or professional association	1	2	3
SQ131C	c.	Political clubs or organizations	1	2	3
SQ131D	d.	Church or church-related activities (not counting worship services)	1	2	3
SQ131E	e.	Community centers, neighborhood improvement, or social-action associations or groups	1	2	3
SQ131F	f.	Organized volunteer work—such as in a hospital	1	2	3
SQ131G	g.	A social, hobby, garden, or card playing group	1	2	3
SQ131H	h.	Sport teams or sport clubs	1	2	3
SQ131I	i.	A literary, art, discussion, music, or study group	1	2	3
SQ131J	j.	Educational organizations—such as PTA or an academic group	1	2	3
SQ131K	k.	Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.	1	2	3
SQ131L	l.	A student government, newspaper, journal, or annual staff	1	2	3
SQ131M	m.	Another voluntary group in which I participate	1	2	3

132. How do you feel about each of the following statements?

(Circle one number on each line.)

			Agree Strongly	**Agree**	**Disagree**	**Disagree Strongly**	**No Opinion**
SQ132A	a.	I take a positive attitude toward myself	1	2	3	4	5
SQ132B	b.	Good luck is more important than hard work for success	1	2	3	4	5
SQ132C	c.	I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
SQ132D	d.	I am able to do things as well as most other people	1	2	3	4	5
SQ132E	e.	Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
SQ132F	f.	Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
SQ132G	g.	People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
SQ132H	h.	On the whole, I'm satisfied with myself	1	2	3	4	5

133. What ways do you assure yourself of a good buy for your money?

(Circle one number on each line.)

			Regularly	Sometimes	Never
SQ133A	a.	I compare prices and label information of similar products or services	1	2	3
SQ133B	b.	I return merchandise that is unsatisfactory to the store where I bought it	1	2	3
SQ133C	c.	I rely on brands or companies I know well even if they cost more	1	2	3
SQ133D	d.	I follow leads in articles from Consumer Reports, Changing Times, or other such magazines	1	2	3
SQ133E	e.	I check a company's reputation with the Better Business Bureau or consumer protection agency before agreeing to an expensive service or repair	1	2	3
SQ133F	f.	I write to the manufacturer about the quality of the product if I'm unsatisfied	1	2	3

134. Generally speaking, how worthwhile are the following activities?

(Circle one number on each line.)

			Very Worthwhile	Somewhat Worthwhile	Not Worthwhile
SQ134A	a.	Voting in local elections	1	2	3
SQ134B	b.	Writing or talking to your representatives in the government	1	2	3
SQ134C	c.	Voting when you are pretty sure your party won't win	1	2	3
SQ134D	d.	Attending city council or county commission meetings	1	2	3
SQ134E	e.	Signing petitions to change the way things are in your locality, state, or the whole nation	1	2	3
SQ134F	f.	Working to register new voters	1	2	3
SQ134G	g.	Becoming an active member of a political party	1	2	3

135. People often use the term "quality of life" to mean different things. How well does each of the following statements express what "quality of life" means to YOU?

(Circle one number on each line.)

			Exactly	Extremely Well	Very Well	Fairly Well	Not Very Well
SQ135A	a.	Having enough money—to buy sufficient food, to dress as needed, and to have adequate shelter	1	2	3	4	5
SQ135B	b.	Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep	1	2	3	4	5
SQ135C	c.	Living where the air is clean, the water is fresh, and where people really try to protect their natural resources	1	2	3	4	5
SQ135D	d.	Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities	1	2	3	4	5
SQ135E	e.	Feeling free—not tied down by many personal or work responsibilities	1	2	3	4	5
SQ135F	f.	Feeling personally safe from violence, injustice, or fraud	1	2	3	4	5
SQ135G	g.	Having a chance to do the kind of work I really want to do in life	1	2	3	4	5
SQ135H	h.	Having sustained personal relationships—loving and being loved	1	2	3	4	5
SQ135I	i.	Living a life of honesty and moral integrity—doing what I think is right to do	1	2	3	4	5
SQ135J	j.	Having the opportunity to read, think and discuss important questions about life values, etc.	1	2	3	4	5
SQ135K	k.	Having the chance to get a good education	1	2	3	4	5

136. The following questions ask about your political pariticipation.

(Circle one number on each line.)

		Frequently	Sometimes	Never
SQ136A	a. When you talk with your friends, do you ever talk about public problems—that is, what's happening in the country or in your community?	1	2	3
	b. Do you ever talk about public problems with any of the following people?			
SQ136BA	Your family	1	2	3
SQ136BB	People where you work	1	2	3
SQ136BC	Community leaders, such as club or church leaders	1	2	3
SQ136C	c. Do you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders?	1	2	3
SQ136D	d. Have you ever talked to people to try to get them to vote for or against any candidate?	1	2	3
SQ136E	e. Have you ever given any money or bought tickets to help someone who was trying to win an election?	1	2	3
SQ136F	f. Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election?	1	2	3
SQ136G	g. Have you ever done any work to help a candidate in his campaign?	1	2	3
SQ136H	h. Have you ever held an office in a political party or been elected to a government job?	1	2	3

SQ137 **137. Are you registered to vote?**

Yes	1
No	2

SQ138 **138. Prior to October 1974, did you ever vote in a local, state, or national election?**

Yes	1
No	2

OPINIONS ABOUT YOUR FUTURE

139. What do you expect to be doing in October 1975?

(Circle as many as apply.)

SQ139A	Working for pay at a full-time or part-time job	1
SQ139B	Taking academic courses at a two- or four-year college	2
SQ139C	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	3
SQ139D	On active duty in the Armed Forces (or service academy)	4
SQ139E	Homemaker	5
SQ139F	Other (describe: ____________________)	6

SQ140 **140. As things stand now, how far in school do you think you actually will get?**

(Circle one.)

High school only		1
Vocational, trade, or business school	Less than two years	2
	Two years or more	3
College program	Some college (including two-year degree)	4
	Finished college (four- or five-year degree)	5
	Master's degree or equivalent	6
	Ph.D., M.D., or equivalent	7

141. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

			Very Important	**Somewhat Important**	**Not Important**
SQ141A	a.	Previous work experience in the area	1	2	3
SQ141B	b.	Relative or friend in the same line of work	1	2	3
SQ141C	c.	Job openings available in the occupation	1	2	3
SQ141D	d.	Work matches a hobby interest of mine	1	2	3
SQ141E	e.	Good income to start or within a few years	1	2	3
SQ141F	f.	Job security and permanence	1	2	3
SQ141G	g.	Work that seems important and interesting to me	1	2	3
SQ141H	h.	Freedom to make my own decisions	1	2	3
SQ141I	i.	Opportunity for promotion and advancement in the long run	1	2	3
SQ141J	j.	Meeting and working with sociable, friendly people	1	2	3

SQ142A*
SQ142B

142. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

(Circle one.)

a.	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1
b.	CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2
c.	FARMER, FARM MANAGER	3
d.	HOMEMAKER OR HOUSEWIFE ONLY	4
e.	LABORER such as construction worker, car washer, sanitary worker, farm laborer	5
f.	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6
g.	MILITARY such as career officer, enlisted man or woman in the Armed Forces	7
h.	OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	8
i.	PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	9
j.	PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10
k.	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11
l.	PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12
m.	SALES such as salesperson, advertising or insurance agent, real estate broker	13
n.	SCHOOL TEACHER such as elementary or secondary	14
o.	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15
p.	TECHNICAL such as draftsman, medical or dental technician, computer programmer	16
q.	NOT WORKING	17

SQ143 **143. Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?**

No	1	*GO TO Q. 145, next page*
Yes	2	*GO TO Q. 144, next page*
Don't know	3	

*See manual for coding instructions.

144. If you wanted to get additional education, would any of the following be reasons why you could not do so?

(Circle one number on each line.)

			My Reason	NOT My Reason
SQ144A	a.	I probably couldn't afford it	1	2
SQ144B	b.	I wouldn't be qualified (low grades, test scores, etc.)	1	2
SQ144C	c.	No school within commuting distance from my home	1	2
SQ144D	d.	I wouldn't have the time to do it	1	2
SQ144E	e.	I probably couldn't get released from my job to do it	1	2
SQ144F	f.	I wouldn't be sufficiently interested	1	2

SQ145 **145. Do you owe any money for an education or training loan for which your repayment schedule has begun?**

No .... 1 *GO TO Q. 148*
Yes .... 2 *GO TO Q. 146*

146. When was your first payment due?

__SQ146A__ (month) __SQ146B__ (year)

SQ147 **147. Are you having or have you had any difficulty in meeting payments?**

No 1
Yes .... 2 (explain why: ______________________________)

148. How important is each of the following to you in your life?

(Circle one number on each line.)

			Very Important	Somewhat Important	Not Important
SQ148A	a.	Being successful in my line of work	1	2	3
SQ148B	b.	Finding the right person to marry and having a happy family life	1	2	3
SQ148C	c.	Having lots of money	1	2	3
SQ148D	d.	Having strong friendships	1	2	3
SQ148E	e.	Being able to find steady work	1	2	3
SQ148F	f.	Being a leader in my community	1	2	3
SQ148G	g.	Being able to give my children better opportunities than I've had	1	2	3
SQ148H	h.	Living close to parents and relatives	1	2	3
SQ148I	i.	Getting away from this area of the country	1	2	3
SQ148J	j.	Working to correct social and economic inequalities	1	2	3
SQ148K	k.	Having leisure time to enjoy my own interests	1	2	3
SQ148L	l.	Having a good education	1	2	3

INFORMATION ABOUT THE PAST

SQ149 **149. When you were in high school, how good a student did your teachers usually expect you to be?**

(Circle one.)

One of the best students in my class	1
Above the middle of my class	2
In the middle of my class	3
Just good enough to get by	4
Expected me not to complete high school	5

150. When you were in the 1st, 6th, 9th, and 12th grades, about what percentage of the students in your class were white or Caucasian?

(Circle one number on each line.)

		None	1 to 10%	11 to 25%	26 to 50%	51 to 75%	76 to 90%	91 to 99%	All (100%)
SQ150A	a. In my 1st grade	0	1	2	3	4	5	6	7
SQ150B	b. In my 6th grade	0	1	2	3	4	5	6	7
SQ150C	c. In my 9th grade	0	1	2	3	4	5	6	7
SQ150D	d. In my 12th grade	0	1	2	3	4	5	6	7

SQ151 **151. When you were in high school, about how many of your teachers were white or Caucasian?**

(Circle one.)

None	0
Some	1
About half	2
Most	3
All	4

152. Were you ever "bussed" to school for the purpose of racially integrating or racially balancing the student body of the school?

(Circle as many as apply.)

SQ152A	Yes, sometime during grades one through six	1
SQ152B	Yes, sometime during grades seven through 12	2
SQ152C	No, I never was bussed for this purpose	3

153. The following items give you a chance to rate yourself on the degree to which you possess one of each pair of traits. For ratings on this scale, 1-4 refers to the trait on the far left side while 5-8 refers to the trait on the far right side. Let's take an example to show what you are saying when you circle a number from 1-8.

Cheerful	**Sad**
[✓ 1] 2 3 4 5 6 7 8	

CIRCLE the ONE NUMBER that comes closest to saying how you would rate yourself.

[✓ 1] ... cheerful just about all the time.
2 ... cheerful most of the time.
3 ... often cheerful.
4 ... more often cheerful than sad.
5 ... more often sad than cheerful.
6 ... often sad.
7 ... sad most of the time.
8 ... sad just about all the time.

(Circle one number on each line.)

SQ153A	**a.**	**Inactive** I lack drive, energy, vitality; I tend to be passive, and am without strong interests.	1 2 3 4 5 6 7 8	**Energetic** I have unlimited energy, high drive, vitality; I need to be constantly active and interested in many activities.
SQ153B	**b.**	**Understanding of Others** I am sympathetic about the feelings and problems of other persons; people come to me for advice when in trouble.	1 2 3 4 5 6 7 8	**Not Understanding of Others** I am unaware of and uninterested in the feelings and problems of others; other persons do not come to me for advice.
SQ153C	**c.**	**Do Not Think Far Ahead** I act impulsively without thinking of the consequences and frequently I am caught short because I have not foreseen the outcomes.	1 2 3 4 5 6 7 8	**Think Ahead** I consider future possibilities and outcomes of my decisions before acting.
SQ153D	**d.**	**Self-Concerned** I talk a lot about myself, think more about myself and what I want than about other people. I frequently am unaware of the rights and needs of other people.	1 2 3 4 5 6 7 8	**Other-Concerned** I think of others and what they want; try to consider others' points of view; can compromise or adjust to demands of others.
SQ153E	**e.**	**Enthusiastic** I am interested and excited about new events; get involved in activities easily and have strong interests.	1 2 3 4 5 6 7 8	**Unenthusiastic** I do not get deeply involved or excited; I am mild; not much excites me.
SQ153F	**f.**	**Practical** I have good judgment and common sense; I make practical and appropriate comments and decisions.	1 2 3 4 5 6 7 8	**Impractical** I make impractical, inappropriate suggestions that don't consider all aspects of a problem.
SQ153G	**g.**	**Vague Thinking** My thinking is vague, illogical, indefinite.	1 2 3 4 5 6 7 8	**Clear Thinking** My thinking is clear, precise, and logical.
SQ153H	**h.**	**Personally Warm** I tend to be sincere, friendly, emotionally responsive, sympathetic to others, affectionate, and enjoy other people.	1 2 3 4 5 6 7 8	**Personally Cold** I tend to be distant, aloof, austere, and undemonstrative with others; I do not like to express affection or feelings and am more comfortable in impersonal situations.
SQ153I	**i.**	**Ambitious** I set high goals for myself and am dissatisfied when I do not accomplish all of them. When I finish one thing, I begin another right away.	1 2 3 4 5 6 7 8	**Unambitious** I am unambitious and am easily satisifed with what I can accomplish.

Section G: Background Information

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

OMITTED

YOUR NAME:
ADDRESS:
CITY:
STATE:
ZIP:

TELEPHONE	
AREA CODE	NUMBER

Please PRINT the name, address and telephone number of your parents.

OMITTED

YOUR PARENTS' NAME:
ADDRESS:
CITY:
STATE:
ZIP:

TELEPHONE	
AREA CODE	NUMBER

Please PRINT the names and address of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

OMITTED

NAME:
ADDRESS:
CITY:
STATE:
ZIP:

TELEPHONE	
AREA CODE	NUMBER

OMITTED

NAME:
ADDRESS:
CITY:
STATE:
ZIP:

TELEPHONE	
AREA CODE	NUMBER

Please PRINT your spouse's full name (if you are married).

OMITTED

SPOUSE'S FULL NAME:

Please give the following information about yourself.

(a) Date of birth BIRTHMON (month) BIRTHDAY (day) BIRTHYR (year)

SEX (b) Sex: (Circle one.) Male 1
Female 2

OMITTED (c) Social Security No.

OMITTED (d) Driver's License No. State

(e) When did you complete this questionnaire? CMP-MON (month) CMP-DAY (day) CMP-YR (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

O.M.B. No. 051-S-76038
APPROVAL EXPIRES JUNE 30, 1978

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Third Follow-Up Questionnaire

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1976

OE FORM 2367-5
MRC 5493

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington D.C. 20202

GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Work Experience
C. Education and Training
D. Military Service
E. Family Status
F. Experiences and Opinions
G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in [illegible] beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school? **(Circle one number on each line.)**

	My Reasons	**NOT My Reasons**
Graduated	①	2
Entered college	1	②
Went to work	①	2

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the **first week of October 1976?**" Because it has been two years since we last heard from you, we also ask some questions about what you were doing in **1975.** As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

(1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).

(2) Disclosure of this information by the respondent is subject to no penalty for not providing all or any part of the requested information.

(3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.

(4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Departmental Regulations (45 CRF 56) published in the *Federal Register*, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION

SECTION A: GENERAL INFORMATION

1. **What were you doing the first week of October 1976?**

(Circle as many as apply.)

TQ1A	Working for pay at a full-time or part-time job	1
TQ1B	Enrolled in graduate or professional school	2
TQ1C	Taking academic courses at a two- or four-year college	3
TQ1D	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	4
TQ1E	On active duty in the Armed Forces (or service academy)	5
TQ1F	Homemaker	6
TQ1G	Temporary layoff from work, looking for work, or waiting to report to work	7
TQ1H	Other (describe: ____________________)	8

TQ2 2. **How would you describe your living quarters as of the first week of October 1976?**

(Circle one.)

Private house or mobile home	1
Private apartment	2
Dormitory or apartment operated by a school or college	3
Fraternity or sorority house	4
Rooming or boarding house	5
Military service barracks, on board ship, etc.	6
Other (describe: ____________________)	7

TQ3 3. **With whom did you live as of the first week of October 1976?**

(Circle one.)

By myself	1
With my parents	2
With my husband or wife	3
With parents and husband or wife	4
With other relatives	5
With person(s) not related to me	6

TQ4 4. **Which of the following best describes the location of the place where you lived in the first week of October 1976?**

(Circle one.)

In a rural or farming community	1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	2
In a medium-sized city (50,000-100,000 people)	3
In a suburb of a medium-sized city	4
In a large city (100,000-500,000 people)	5
In a suburb of a large city	6
In a very large city (over 500,000 people)	7
In a suburb of a very large city	8
A military base or station	9

TQ5 **5. Is this the SAME city or community where you lived in October 1974?**

Yes ....1 *GO TO Q. 8*
No ....2 *CONTINUE WITH Q. 6*

TQ6 **6. How far is this from where you lived in October 1974?**

(Circle one.)

Less than 50 miles 1
50 to 99 miles 2
100 to 199 miles 3
200 to 499 miles 4
500 miles or more 5

TQ7 **7. What was the main reason you moved to the place where you live now?**

(Circle one.)

To find or take a job 1
Was transferred 2
Other job-related reason 3
To go to school 4
To follow my parents or spouse to a new location 5
To follow another relative or friend to a new location 6
Wanted a better place to live 7
Other (specify: ________________________) 8

8. Which of the following items do you have the use of as your own because you (or your spouse) have bought them or have been given them, or because they belong to your parents, roommates, dormitory, apartment building, etc.?

(Circle one number on each line.)

			Have As My Own	Have But Don't Own	Don't Have Use Of
TQ8A	a	Daily newspaper	1	2	3
TQ8B	b	Dictionary	1	2	3
TQ8C	c	Encyclopedia or other reference books	1	2	3
TQ8D	d	Magazines	1	2	3
TQ8E	e	Record player	1	2	3
TQ8F	f	Tape recorder or cassette player	1	2	3
TQ8G	g	Color television	1	2	3
TQ8H	h	Typewriter	1	2	3
TQ8I	i	Electric dishwasher	1	2	3
TQ8J	j	Two or more cars or trucks that run	1	2	3

9. Now please think back a year to Fall 1975. What were you doing in October 1975?

(Circle as many as apply.)

TQ9A Working for pay at a full-time or part-time job 1
TQ9B Enrolled in graduate or professional school 2
TQ9C Taking academic courses at a two- or four-year college 3
TQ9D Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 4
TQ9E On active duty in the Armed Forces (or service academy) 5
TQ9F Homemaker 6
TQ9G Temporary layoff from work, looking for work, or waiting to report to work 7
TQ9H Other (describe: ________________________) 8

SECTION B: WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held in the two-year period from October 1974 through October 1976. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

JOBS HELD IN OCTOBER 1976

TQ10 **10. Did you hold a job of any kind during the first week of October 1976?**

(Circle one.)

Yes, working full-time (35 hours or more per week) .... 1 } *GO TO Q. 13, next page*
Yes, working part-time (34 hours or fewer per week) .... 2 } *GO TO Q. 13, next page*
Yes, but on temporary layoff from work or waiting to report to work .... 3 } *GO TO Q. 13, next page*
No .... 4 *CONTINUE WITH Q. 11*

11. What were the reasons you were not working during the first week of October 1976?

(Circle one number on each line.)

			My Reasons	**NOT My Reasons**
TQ11A	a.	Did not want to work	1	2
TQ11B	b.	Was full-time homemaker	1	2
TQ11C	c.	Going to school	1	2
TQ11D	d.	Not enough job openings available	1	2
TQ11E	e.	Required work experience I did not have	1	2
TQ11F	f.	Jobs available offered little opportunity for career development	1	2
TQ11G	g.	Health problems or physical handicap	1	[illegible]
TQ11H	h.	Could not arrange child care	1	2
TQ11I	i.	Other family responsibilities (including pregnancy)	1	2
TQ11J	j.	Not educationally qualified for types of work available	1	2
TQ11K	k.	There were jobs but none where I could use my training	1	2
TQ11L	l.	Spouse preferred that I didn't work	1	2
TQ11M	m.	Other (specify: ________________________)	1	2

TQ12 **12. Were you looking for work during the first week of October 1976?**

(Circle one.)

Yes .... 1 } *GO TO Q. 32, p. 7*
No, but DID look for work sometime during the month of September 1976 .... 2 } *GO TO Q. 32, p. 7*
No, and did NOT look for work at any time during the month of September 1976 .... 3 } *GO TO Q. 32, p. 7*

13. Please describe below the job you held during the first week of October 1976. (If you held more than one job at that time, describe the one at which you worked the most hours.)

TQ13A-D a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ____________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ____________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ____________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ____________________

TQ13E e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?	1
A GOVERNMENT employee (Federal, State, county, or local institution or school)?	2
Self-employed in your OWN business, professional practice, or farm?	3
Working WITHOUT PAY in family business or farm?	4

f. When did you start working at this job? TQ13FA (month) TQ13FB (year)

g. Are you currently working at this job?

TQ13GA Yes 1
No ....2 Date left: TQ13GB (month) TQ13GC (year)

14. How did you find this job?

(Circle as many as apply.)

TQ14A	a.	School or college placement service	1
TQ14B	b.	Professional periodicals or organizations	2
TQ14C	c.	Civil Service applications	3
TQ14D	d.	Public employment service	4
TQ14E	e.	Private employment agency	5
TQ14F	f.	Community action or welfare groups	6
TQ14G	g.	Newspaper, TV, or radio ads	7
TQ14H	h.	Direct application to employers	8
TQ14I	i.	Registration with a union	9
TQ14J	j.	Relatives	10
TQ14K	k.	Friends	11
TQ14L	l.	Other (specify: ____________________)	12

TQ15 **15. How many hours did you usually work at this job in an average week?**

__________ Hours per week

TQ16

16. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

$ __________ per week
(Earnings before deductions)

17. The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day on your job?

(Circle one number on each line.)

		None	Very Little	Some	A Great Deal
TQ17A	Working with things (machinery, apparatus, art materials, etc.)	1	2	3	4
TQ17B	Doing paperwork (administrative, clerical, computational, etc.)	1	2	3	4
TQ17C	Working with ideas, thinking	1	2	3	4
TQ17D	Dealing with people (as part of the job)	1	2	3	4

18. a. About how many people were employed in the entire organization for which you worked? State or Federal employees give the approximate number of people in your Department, e.g., State, Commerce, Motor Vehicles, etc. Self-employed give the approximate number of your employees. (Circle one number in Column A.)

b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B.)

	A. Total Organization	B. Same Plant or Office
I worked alone	1	1
Less than 10	2	2
10 - 99	3	3
100 - 499	4	4
500 - 999	5	5
1,000 - 2,499	6	6
2,500 and over	7	7
	TQ18A	TQ18B

TQ19 **19. Please think of your supervisor or the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?**

(Circle one.)

My supervisor decided both what I did and how I did it	1
My supervisor decided what I did, but I decided how I did it	2
My supervisor gave me some freedom in deciding what I did and how I did it	3
I was more or less my own boss within the general policies of the organization	4
There was no such person	5

TQ20 **20. How many people did you supervise in your job? (Include all persons whose work you supervised as well as those for whose work you were held responsible.)**

_____________ people

21. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

		Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
TQ21A	a. Pay and fringe benefits	1	2	3	4
TQ21B	b. Importance and challenge	1	2	3	4
TQ21C	c. Working conditions	1	2	3	4
TQ21D	d. Opportunity for promotion and advancement with this employer	1	2	3	4
TQ21E	e. Opportunity for promotion and advancement in this line of work	1	2	3	4
TQ21F	f. Opportunity to use past training and education	1	2	3	4
TQ21G	g. Security and permanence	1	2	3	4
TQ21H	h. Supervisor(s)	1	2	3	4
TQ21I	i. Opportunity for developing new skills	1	2	3	4
TQ21J	j. Job as a whole	1	2	3	4
TQ21K	k. The pride and respect I received from my family and friends by being in this line of work	1	2	3	4

TQ22 **22. Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?**

No .... 1 *GO TO Q. 27, next page*
Yes .... 2 *CONTINUE WITH Q. 23*

23. Where did you receive this training?

(Circle as many as apply.)

TQ23A	High school	1
TQ23B	Vocational, trade, business, or other career training school	2
TQ23C	Junior or community college	3
TQ23D	Four-year college or university	4
TQ23E	Military service	5
TQ23F	Other (describe: ______________________________)	6

24. What were your experiences while working on this job?

(Circle one number on each line.)

		My Experience	NOT My Experience
TQ24A	a. I have been able to apply most of what I learned in school	1	2
TQ24B	b. I would have liked more experience in my training before I started working	1	2
TQ24C	c. I received training different from the way it was done on the job	1	2
TQ24D	d. I was trained with tools or equipment not used on my job	1	2
TQ24E	e. I could have gotten my job without the training	1	2
TQ24F	f. I took coursework associated with my training which was not helpful in performing my job	1	2
TQ24G	g. Most of what I did on the job I learned to do in school	1	2
TQ24H	h. I consider myself doing as well as others with similar training	1	2
TQ24I	i. I consider going to school and getting the training a wise choice	1	2

TQ25 **25. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?**

Yes 1
No 2
Don't know 3

TQ26 **26. Did the school at which you received your training for this job refer you to this job?**

Yes 1
No 2

TQ27 **27. Do you expect to be working in October 1977?**

No ....1 } *GO TO Q. 29*
Don't know ....2 } *GO TO Q. 29*
Yes ....3 *CONTINUE WITH Q. 28* ⟶

TQ28 **28. Do you plan to work at the SAME KIND OF WORK?**

Yes 1
No 2
Don't know 3

TQ29 **29. Were you working at a second job in the first week of October 1976 at the SAME TIME as you held the job you described above?**

No ....1 *GO TO Q. 32*
Yes ....2 *CONTINUE WITH Q. 30*

TQ30 **30. How many hours did you usually work at this job in an average week?**

______________ Hours per week

TQ31 **31. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ ______________ per week
(Earnings before deductions)

JOBS HELD IN OCTOBER 1975

TQ32 **32. Now please think back to Fall 1975. Did you hold a job of any kind during the month of October 1975?**

(Circle one.)

Yes, working full-time (35 hours or more per week) ....1 } *GO TO Q. 34, next page*
Yes, working part-time (34 hours or fewer per week) ....2 } *GO TO Q. 34, next page*
Yes, but on temporary layoff from work or waiting to report to work ....3 } *GO TO Q. 34, next page*
No ....4 *CONTINUE WITH Q. 33*

TQ33 **33. Were you looking for work during October 1975?**

(Circle one.)

Yes ....1 } *GO TO Q. 41, p. 9*
No, but DID look for work sometime during the month of September 1975 ....2 } *GO TO Q. 41, p. 9*
No, and did NOT look for work at any time during the month of September 1975 ....3 } *GO TO Q. 41, p. 9*

TQ34 **34. Is this the same job you held in October 1976 and reported in Q. 13?**

(Circle one.)

Yes .... 1 *GO TO Q. 36*
No, different job .... 2 } *CONTINUE WITH Q. 35*
No, was not working in October 1976 .... 3 }

35. Please describe below the job you held during October 1975. (If you held more than one job at that time, describe the one at which you worked the most hours.)

TQ35A–D a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): ________________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ________________________

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ________________________

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ________________________

TQ35E e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1
A GOVERNMENT employee (Federal, State, county, or local institution or school)? 2
Self-employed in your OWN business, professional practice, or farm? 3
Working WITHOUT PAY in family business or farm? 4

f. When did you start working at this job? TQ35FA (month) TQ35FB (year)

TQ36 **36. How many hours did you usually work at this job in an average week?**

________ Hours per week

TQ37 **37. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$ ________ per week
(Earnings before deductions)

38. Are you currently working at this job?

TQ38A
Yes .... 1 *GO TO Q. 40, next page*
No .... 2 Date left: TQ38B (month) TQ38C (year) *CONTINUE WITH Q. 39*

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39. How important were the following as reasons for your leaving this job?

(Circle one number on each line.)

			Very Important	Somewhat Important	Not Important
TQ39A	a.	Poor pay or fringe benefits	1	2	3
TQ39B	b.	Lack of importance and challenge	1	2	3
TQ39C	c.	Poor working conditions	1	2	3
TQ39D	d.	Lack of opportunity for promotion and advancement with this employer	1	2	3
TQ39E	e.	Lack of opportunity for promotion and advancement with this line of work	1	2	3
TQ39F	f.	No or little opportunity to use past training and education	1	2	3
TQ39G	g.	Lack of security or permanence	1	2	3
TQ39H	h.	Dissatisfied with my supervisor(s)	1	2	3
TQ39I	i.	Lack of opportunity for developing new skills	1	2	3
TQ39J	j.	Unhappy with the job as a whole	1	2	3
TQ39K	k.	Moved to another location	1	2	3
TQ39L	l.	I was laid off or fired	1	2	3
TQ39M	m.	Went back to school or college	1	2	3
TQ39N	n.	Got married	1	2	3
TQ390	o.	Had a baby	1	2	3
TQ39P	p.	Other family responsibilities	1	2	3
TQ39Q	q.	Left to obtain a better job	1	2	3
TQ39R	r.	Health problems or physical handicap	1	2	3
TQ39S	s.	Promotion or transfer within same organization	1	2	3
TQ39T	t.	Temporary or school-related job	1	2	3
TQ39U	u.	Other (specify: ______________________________)	1	2	3

TQ40 **40. Were you working at a second job during the month of October 1975 at the SAME TIME as the job you described above?**

No 1
Yes 2

41. During the two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)

(a) October 1974-October 1975		(b) October 1975-October 1976	
TQ41A	Number of employers	TQ41B	Number of employers

42. During the same two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)

(a) October 1974-October 1975		(b) October 1975-October 1976	
TQ42A	weeks	TQ42B	weeks

43. In each of these 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, were there any weeks in which you were NOT working and were looking for work, on layoff from a job, or waiting to report to work?

			(a) October 1974-October 1975		(b) October 1975-October 1976	
TQ43NY	No 1					
	Yes 2	How many?	TQ43A	weeks	TQ43B	weeks

TQ44X*
TQ44Y

44. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

(Circle one.)

a.	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1
b.	CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2
c.	FARMER, FARM MANAGER	3
d.	HOMEMAKER OR HOUSEWIFE ONLY	4
e.	LABORER such as construction worker, car washer, sanitary worker, farm laborer	5
f.	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6
g.	MILITARY such as career officer, enlisted man or woman in the Armed Forces	7
h.	OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	8
i.	PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher	9
j.	PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10
k.	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11
l.	PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12
m.	SALES such as salesperson, advertising or insurance agent, real estate broker	13
n.	SCHOOL TEACHER such as elementary or secondary	14
o.	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15
p.	TECHNICAL such as draftsman, medical or dental technician, computer programmer	16
q.	NOT WORKING	17

TQ45 **45. Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?**

No	1
Yes	2
Don't know	3

TQ46 **46. How satisfied are you with the progress you have made towards doing the kind of work you expect to be doing when you are 30 years old?**

(Circle one.)

Very satisfied	1
Satisfied	2
Dissatisfied	3
Very dissatisfied	4

*See manual for coding instructions.

C
START

SECTION C: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about the schools you have attended during the last two years, from October 1974 to October 1976. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

EDUCATIONAL PROGRESS AND PLANS

TQ47 **47. Since high school, had you earned any certificate, license, diploma or degree of any kind prior to October 1976?**

No .... 1 *GO TO Q. 49*
Yes .... 2 *CONTINUE WITH Q. 48*

48 What kind of certificate, license, diploma or degree have you earned?

		(Circle as many as apply.)	Date Received Month		Year	Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Degree in History)
TQ48AA	A certificate	1	TQ48AB	19	TQ48AC	TQ48AD
TQ48BA	A license	2	TQ48BB	19	TQ48BC	TQ48BD
TQ48CA	A 2-year or 3-year vocational degree or diploma	3	TQ48CB	19	TQ48CC	TQ48CD
TQ48DA	A 2-year academic degree	4	TQ48DB	19	TQ48DC	TQ48DD
TQ48EA	A 4-year or 5-year college Bachelor's degree	5	TQ48EB	19	TQ48EC	TQ48ED
TQ48FA	A Master's degree or equivalent	6	TQ48FB	19	TQ48FC	TQ48FD
TQ48GA	Other (specify: ____________)	7	TQ48GB	19	TQ48GC	TQ48GD

49. a. As of the first week of October 1976, what was your highest level of education or training? (Column A)

b. As things stand now, how far in school do you think you actually will get? (Column B)

		TQ49A A. Had in October 1976 (Circle one.)	TQ49B B. Plan to get (Circle one.)
Finished high school		1	1
Vocational trade or business school	Less than two years	2	2
	Two years or more	3	3
College program	Less than two years of college	4	4
	Two or more years of college (including two-year degree)	5	5
	Finished college (four- or five-year degree)	6	6
	Master's degree or equivalent	7	7
	Ph.D., or advanced professional degree	8	8

11

50. **With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?**

(Circle one number on each line.)

			Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied
TQ50A	a.	The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
TQ50B	b.	The social life	1	2	3	4	5
TQ50C	c.	Development of my work skills	1	2	3	4	5
TQ50D	d.	My intellectual growth	1	2	3	4	5
TQ50E	e.	Counseling or job placement	1	2	3	4	5
TQ50F	f.	The buildings, library, equipment, etc.	1	2	3	4	5
TQ50G	g.	Cultural activities, music, art, drama, etc.	1	2	3	4	5
TQ50H	h.	The intellectual life of the school	1	2	3	4	5
TQ50I	i.	Course curriculum	1	2	3	4	5
TQ50J	j.	The quality of instruction	1	2	3	4	5
TQ50K	k.	Sports and recreation facilities	1	2	3	4	5

TQ51 **51.** **During the two-year period from October 1974 through October 1976 were you enrolled in or did you take classes at any school like a college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

No ....1 *GO TO Q. 98, p. 22*
Yes ....2 *CONTINUE WITH Q. 52*

SCHOOL ATTENDANCE IN OCTOBER 1976

TQ52 **52.** **Did you attend school in the first week of October 1976?**

No ....1 *GO TO Q. 66, p. 15*
Yes ....2 *CONTINUE WITH Q. 53*

53. **What is the exact name and location of the school you were attending in the first week of October 1976? (Please print and do not abbreviate.)**

School Name: TQ53NAME

City: TQ53B State: TQ53C

FICE CODE: TQ53FICE

TQ54 **54.** **What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school 1
Junior or community college (two-year) 2
College or university (four years or more) 3
Independent graduate or professional school (medical, dental, law, theology, etc.) 4
Other (describe: ________________________) 5

55. When did you first attend this school? TQ55A (month) TQ55B (year)

56. Are you currently attending this school?

TQ56A
Yes 1
No .... 2 Date left: TQ56B (month) TQ56C (year)

TQ57 **57. During the first week of October 1976, were you classified by this school as a full-time student?**

Yes .... 1 } *GO TO Q. 59*
Don't know .... 2 }
No .... 3 *CONTINUE WITH Q. 58*

58. What were your reasons for attending school part-time instead of full-time?

(Circle as many as apply.)

TQ58A a. Could not afford to go full-time 1
TQ58B b. Working full-time 2
TQ58C c. Working part-time 3
TQ58D d. Family responsibilities 4
TQ58E e. Taking job-related courses 5
TQ58F f. Taking courses for personal enrichment 6
TQ58G g. Undecided about career plans 7
TQ58H h. Too much pressure or strain with full-time load 8
TQ58I i. Health problems or physical handicap 9
TQ58J j. Other (specify: ______________________) 10

TQ59 **59. During October 1976, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

__________ hours per week

TQ60 **60. At that time how were you classified by your school?**

(Circle one.)

Freshman (first-year undergraduate student) 1
Sophomore (second-year undergraduate student) 2
Junior (third-year undergraduate student) 3
Senior (fourth-year undergraduate student) 4
Graduate or professional student 5
Special student 6
Other classification (specify: ______________) 7
My school doesn't classify students 8

TQ61 **61. As of the first week of October 1976, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?**

Please name the specific field or area:

(Write in): ______________________________

TQ62 **62. Please select below the category which best describes this field or area.**

	(Circle one.)
Agriculture or Home Economics	1
Business (accounting, marketing, personnel management, etc.)	2
Office and Clerical (bookkeeping, stenography, general office, etc.)	3
Computer Technology (keypunch operator, programming, computer operations, etc.)	4
Education (elementary, special, physical, etc.)	5
Engineering (civil, electrical, mechanical, etc.)	6
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	7
Humanities and Fine Arts (music, religion, English, etc.)	8
Health Services (nursing, lab technician, occupational therapy, etc.)	9
Public Services (law enforcement, food service, recreation, beautician, etc.)	10
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	11
Social Sciences (psychology, history, economics, sociology, etc.)	12
Biological Sciences (zoology, physiology, anatomy, etc.)	13
Professional Program (medicine, dentistry, law, theology, etc.)	14
OTHER field or area (specify: TQ62FS)	15
UNDECIDED	16

TQ63 **63. This (above) is:**

	(Circle one.)
A vocational program	1
An academic program	2
A professional program	3
Other (specify: ____________)	4

64. As of the first week of October 1976, what kind of certificate, license, diploma, or degree were you studying for?

		(Circle as many as apply.)
TQ64A	None	1
TQ64BA	A certificate (specify in what: TQ64BB)	2
TQ64CA	A license (specify in what: TQ64CB)	3
TQ64D	A 2-year or 3-year vocational degree or diploma	4
TQ64E	A 2-year academic degree	5
TQ64F	A 4-year or 5-year college Bachelor's degree	6
TQ64G	A Master's degree or equivalent	7
TQ64H	A Ph.D. or equivalent	8
TQ64IA	An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: TQ64IB)	9
TQ64JA	Other (specify: TQ64JB)	10

TQ65 **65. During October 1976, did you work for the school you were attending?**

(Circle one.)

Yes, working for pay 1
Yes, working off cost of tuition, housing, or meals 2
Yes, both of the above 3
No 4

SCHOOL ATTENDANCE IN OCTOBER 1975

TQ66 **66. Now please think back to Fall 1975. Were you taking classes or courses at any school during the month of October 1975?**

No .... 1 *GO TO Q. 79, p. 17*
Yes, at the same school I attended in October 1976 and reported above in Q. 53 .... 2 *GO TO Q. 70*
Yes, at a school I have not yet reported .... 3 *CONTINUE WITH Q. 67*

67. What is the exact name and location of the school you were attending in October 1975? (Please print and do not abbreviate.)

School Name: TQ67NAME

City: TQ67B State: TQ67C

FICE CODE: TQ67FICE

TQ68 **68. What kind of school is this?**

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
College or university (four years or more) 3
Independent graduate or professional school (medical, dental, law, theology, etc.) 4
Other (describe: ______________________) 5

69. When did you first attend this school? TQ69A (month) TQ69B (year)

TQ70 **70. During October 1975, were you classified by this school as a full-time student?**

Yes 1
No 2
Don't know 3

TQ71 **71. During October 1975, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

____________ hours per week

TQ72 **72. At that time how were you classified by your school?**

(Circle one.)

Freshman (first-year undergraduate student) 1
Sophomore (second-year undergraduate student) 2
Junior (third-year undergraduate student) 3
Senior (fourth-year undergraduate student) 4
Graduate or professional student 5
Special student 6
Other classification (specify: ____________________) 7
My school doesn't classify students 8

TQ73 **73. Was your field of study or training area in October 1975 the same as it was in October 1976?**

(Circle one.)

Yes .... 1 *GO TO Q. 77, next page*
No, was not in school in October 1976 .... 2 } *CONTINUE WITH Q. 74*
No, different from October 1976 .... 3 }

TQ74 **74. As of October 1975, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): ____

TQ75 **75. Please select below the category which best describes this field or area.**

(Circle one.)

Agriculture and Home Economics 1
Business (accounting, marketing, personnel management, etc.) 2
Office and Clerical (bookkeeping, stenography, general office, etc.) 3
Computer Technology (keypunch operator, programming, computer operations, etc.) 4
Education (elementary, special, physical, etc.) 5
Engineering (civil, electrical, mechanical, etc.) 6
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
Humanities and Fine Arts (music, religion, English, etc.) 8
Health Services (nursing, lab technician, occupational therapy, etc.) 9
Public Services (law enforcement, food service, recreation, beautician, etc.) 10
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
Social Sciences (psychology, history, economics, sociology, etc.) 12
Biological Sciences (zoology, physiology, anatomy, etc.) 13
Professional Program (medicine, dentistry, law, theology, etc.) 14

OTHER field or area (specify: TQ75FS) 15

UNDECIDED 16

TQ76 **76. This (above) is:**

(Circle one.)

A vocational program 1
An academic program 2
A professional program 3
Other (specify: ____________________) 4

77. As of October 1975, what kind of certificate, license, diploma, or degree were you studying for?

(Circle as many as apply.)

TQ77A	None	1
TQ77BA	A certificate (specify in what: TQ77BB)	2
TQ77CA	A license (specify in what: TQ77CB)	3
TQ77D	A 2-year or 3-year vocational degree or diploma	4
TQ77E	A 2-year academic degree	5
TQ77F	A 4-year or 5-year college Bachelor's degree	6
TQ77G	A Master's degree or equivalent	7
TQ77H	A Ph.D. or equivalent	8
TQ77IA	An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: TQ77IB)	9
TQ77JA	Other (specify: TQ77JB)	10

TQ78 **78. During October 1975, did you work for the school you were attending?**

(Circle one.)

Yes, working for pay	1
Yes, working off cost of tuition, housing, or meals	2
Yes, both of the above	3
No	4

SINCE OCTOBER 1974

TQ79 **79. Has your field of study or training area changed at any time since October 1974, two years ago?**

No	1	*GO TO Q. 81*
Yes	2	*CONTINUE WITH Q. 80*

80. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

			My Reasons	NOT My Reasons
TQ80A	a.	Courses more difficult than I expected	1	2
TQ80B	b.	Met people with new ideas	1	2
TQ80C	c.	Poor advice on original choice	1	2
TQ80D	d.	Lack of information on jobs related to original choice	1	2
TQ80E	e.	Content of courses different from what I expected	1	2
TQ80F	f.	New information about other fields of study or training areas	1	2
TQ80G	g.	Interest aroused by courses	1	2
TQ80H	h.	More jobs available for graduates in the field I changed to	1	2
TQ80I	i.	Better jobs available for graduates in the field I changed to	1	2
TQ80J		Interest aroused by job I have held	1	2
TQ80K	k.	Other (specify: ______)	1	2

TQ81 **81. Have you changed schools at any time since October 1974, two years ago?**

No	1	*GO TO Q. 83, next page*
Yes	2	*CONTINUE WITH Q. 82*

82. What were your reasons for changing schools?

(Circle one number on each line.)

			My Reasons	**NOT My Reasons**
TQ82A	a.	Enrolled in graduate or professional study at another school	1	2
TQ82B	b.	My interest changed, and my former school did not offer the course of study I wanted	1	2
TQ82C	c.	Wanted to attend a less expensive school	1	2
TQ82D	d.	Wanted to be at a smaller school	1	2
TQ82E	e.	Wanted to be at a larger school	1	2
TQ82F	f.	Wanted to attend school closer to home	1	2
TQ82G	g.	Wanted to attend a school farther away from home	1	2
TQ82H	h.	Wanted to attend a school that would give me better career opportunities	1	2
TQ82I	i.	Wanted to attend a more prestigious school	1	2
TQ82J	j.	Wanted to attend a school where I could maximize my intellectual and personal development	1	2
TQ82K	k.	More group or social activities of interest	1	2
TQ82L	l.	Transferred from a two-year to a four-year school to continue my education	1	2
TQ82M	m.	Family responsibilities	1	2
TQ82N	n.	Health problems or physical handicap	1	2
TQ820	o.	Other (specify ________________________)	1	2

TQ83 **83. Since October 1974, have you withdrawn from any school before you completed your studies at that school?**

(Circle one.)

No	1	*GO TO Q. 85, next page*
Yes, but I have since returned to school	2	*CONTINUE WITH Q. 84*
Yes, but I plan to return before October 1977	3	
Yes, and I do not plan to return before October 1977	4	

84. What were your reasons for withdrawing?

(Circle one number on each line.)

			My Reasons	**NOT My Reasons**
TQ84A	a.	Health problems or physical handicap	1	2
TQ84B	b.	Had financial difficulties	1	2
TQ84C	c.	Was offered a good job	1	2
TQ84D	d.	Got married or planned to get married	1	2
TQ84E	e.	School work was not relevant to the real world	1	2
TQ84F	f.	Wanted to get practical experience	1	2
TQ84G	g.	Failing or not doing as well as I wanted	1	2
TQ84H	h.	Wasn't really sure what I wanted to do	1	2
TQ84I	i.	Transferred to another school	1	2
TQ84J	j.	Family responsibilities	1	2
TQ84K	k.	Other (describe: ________________________)	1	2

85. a. **Estimate how well you have done in all of your coursework or programs since high school and until October 1976. Do not include grades from graduate or professional school. (Circle one number in Column A.)**

b. **Estimate how well you have done in your coursework or programs only in the 2-year period from October 1974 through October 1976. Do not include grades from graduate or professional school. (Circle one number in Column B.)**

	TQ85A A. From High School to October 1976	TQ85B B. October 1974-October 1976
Mostly A (3.75-4.00 grade point average)	1	1
About half A and half B (3.25-3.74 grade point average)	2	2
Mostly B (2.75-3.24 grade point average)	3	3
About half B and half C (2.25-2.74 grade point average)	4	4
Mostly C (1.75-2.24 grade point average)	5	5
About half C and half D (1.25-1.74 grade point average)	6	6
Mostly D or below (less than 1.25)	7	7
Have not taken any courses for which grades were given	8	8

TQ86 **86. Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?**

I don't know ....1 } *GO TO Q. 88*
No ....2 }
Yes ....3 *CONTINUE WITH Q. 87* →

87. Since leaving high school, about how many credits had you earned by October 1976? (Write in.)

TQ87A ______ Number of quarter hours
TQ87B ______ Number of semester hours
TQ87C ______ Number of other type of credits (specify type: ________________)

SCHOOL FINANCES FROM FALL 1974 THROUGH SUMMER 1976

The following questions ask about your school finances for the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976. Please make sure you answer each question for both time periods. If you are unsure about the actual dollar amount for a particular item, give your best estimate.

88. Were you in school at any time during either of the twelve-month periods from (a) Fall 1974 through Summer 1975 or (b) Fall 1975 through Summer 1976?

	(a) Fall 1974 - Summer 1975			(b) Fall 1975 - Summer 1976	
TQ88AA	Yes 1	How many months? TQ88AB		Yes 1	How many months? TQ88BB
	No 2		TQ88BA	No 2	

89. Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, what is your estimate of how much it cost for you to live and go to school, regardless of who paid? Estimate the amounts and record them below. Enter a zero, "0," where you had no expenses. Do not include costs after Summer 1976. Record your expenses for the time you were in school only.

	(a) Fall 1974 - Summer 1975	(b) Fall 1975 - Summer 1976
Tuition and fees	$ TQ89AA	$ TQ89AB
Books and supplies	$ TQ89BA	$ TQ89BB
Transportation to and from class from where I lived while attending school	$ TQ89CA	$ TQ89CB
Other school-related expenses	$ TQ89DA	$ TQ89DB
Housing and meals while enrolled in school	$ TQ89EA	$ TQ89EB
All other expenses while enrolled in school: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	$ TQ89FA	$ TQ89FB
	TQ89GAA,GAB*	TQ89GBA,GBB*
HOW MUCH MONEY IS THIS IN TOTAL?	$ TQ89HA	$ TQ89HB

SCHOLARSHIPS, FELLOWSHIPS, GRANTS, AND BENEFITS

TQ90 **90. Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive any kind of scholarship, fellowship, grant, or benefits to go to school?**

No	1	*GO TO Q. 92*
Yes, Fall 1974 - Summer 1975	2	*CONTINUE WITH Q. 91*
Yes, Fall 1975 - Summer 1976	3	
Yes, both of these periods	4	

91. Estimate the amounts for each scholarship, fellowship, grant, or benefit you received, and record them below. Enter a zero, "0," where you received no financial assistance. Do not include loans.

		(a) Fall 1974 - Summer 1975	(b) Fall 1975 - Summer 1976
a.	Basic Educational Opportunity Grant	$ TQ91AA	$ TQ91AB
b.	Supplemental Educational Opportunity Grant	$ TQ91BA	$ TQ91BB
c.	College scholarship or grant from college funds	$ TQ91CA	$ TQ91CB
d.	ROTC scholarship or stipend	$ TQ91DA	$ TQ91DB
e.	Nursing Scholarship Program	$ TQ91EA	$ TQ91EB
f.	Social Security Benefits (for students 18-22 who are children of disabled or deceased parents)	$ TQ91FA	$ TQ91FB
g.	Veterans Administration War Orphans or Survivors Benefits Program	$ TQ91GA	$ TQ91GB
h.	Veterans Administration Direct Benefits (GI Bill)	$ TQ91HA	$ TQ91HB
i.	State scholarship	$ TQ91IA	$ TQ91IB
j.	Other scholarship or grant (write in: ______)	$ TQ91JA	$ TQ91JB
	TOTAL DOLLAR VALUE	$ TQ91KA	$ TQ91KB

LOANS

TQ92 **92. Considering the same two periods from (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive a loan to go to school?**

No	1	*GO TO Q. 94, next page*
Yes, Fall 1974 - Summer 1975	2	*CONTINUE WITH Q. 93*
Yes, Fall 1975 - Summer 1976	3	
Yes, both of these periods	4	

*See manual for coding instructions.

93. Estimate the amounts for each loan you received and record them below. Enter a zero, "0," where you received no loan.

	(a) Fall 1974-Summer 1975	(b) Fall 1975-Summer 1976
Federal Guaranteed Student Loan	$ TQ93AA	$ TQ93AB
State loan	$ TQ93BA	$ TQ93BB
Regular bank loan	$ TQ93CA	$ TQ93CB
National Defense (Direct) Student Loan	$ TQ93DA	$ TQ93DB
Nursing Student Loan	$ TQ93EA	$ TQ93EB
School or college loan	$ TQ93FA	$ TQ93FB
Relatives or friends	$ TQ93GA	$ TQ93GB
Other loan (write in: ______________)	$ TQ93HA	$ TQ93HB
TOTAL DOLLAR VALUE	$ TQ93IA	$ TQ93IB

FINANCIAL ASSISTANCE FROM RELATIVES OR FRIENDS

TQ94 **94. Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you receive financial assistance (not a loan) from any relatives or friends to go to school?**

No	1	*GO TO Q. 96*
Yes, Fall 1974 - Summer 1975	2	*CONTINUE WITH Q. 95*
Yes, Fall 1975 - Summer 1976	3	
Yes, both of these periods	4	

95. Estimate the amounts you received and record them below. Enter a zero, "0," where you received no financial assistance.

	(a) Fall 1974-Summer 1975	(b) Fall 1975-Summer 1976
Parents	$ TQ95AA	$ TQ95AB
Husband or wife	$ TQ95BA	$ TQ95BB
Other family or friends	$ TQ95CA	$ TQ95CB
TOTAL DOLLAR VALUE	$ TQ95DA	$ TQ95DB

MONEY YOU HAD SAVED OR EARNED

TQ96 **96. Considering the same two periods from (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, did you pay any of the costs to go to school from money you had saved or earned?**

No	1	*GO TO Q. 98, next page*
Yes, Fall 1974 - Summer 1975	2	*CONTINUE WITH Q. 97*
Yes, Fall 1975 - Summer 1976	3	
Yes, both of these periods	4	

97. Estimate the amounts and record below. Enter a zero "0," where you received no money.

	(a) Fall 1974-Summer 1975	(b) Fall 1975-Summer 1976
Own savings or summer earnings	$ TQ97AA	$ TQ97AB
College work-study or cooperative education program	$ TQ97BA	$ TQ97BB
Teaching or research assistantship	$ TQ97CA	$ TQ97CB
Other earnings while taking courses	$ TQ97DA	$ TQ97DB
TOTAL DOLLAR VALUE	$ TQ97EA	$ TQ97EB

SCHOOL FINANCES FROM FALL 1976 THROUGH SUMMER 1977

TQ98 **98. Are you or will you be in school at any time from Fall 1976 through Summer 1977?**

No ....1 } *GO TO Q. 101*
Don't know ....2 }
Yes ....3 *CONTINUE WITH Q. 99*

99. What is your estimate of how much it will cost for you to live and go to school this year, regardless of who pays? Estimate your expenses and record them below. Enter a zero, "0," where you expect no expenses.

TQ99A Tuition and fees .... $ ________
TQ99B Books and supplies .... $ ________
TQ99C Transportation to and from class from where I live while attending school .... $ ________
TQ99D Other school-related expenses .... $ ________
TQ99E Housing and meals while enrolled in school .... $ ________
TQ99F All other expenses while enrolled in school: medical, dental expenses, debt payments, insurance, taxes, child care, etc. .... $ ________
TQ99GA,GB*
TQ99H HOW MUCH MONEY IS THIS IN TOTAL? .... $ ________

100. How are you meeting (or planning to meet) these expenses? Estimate the amounts you expect to receive from each source and record them below. Enter a zero, "0," where you expect no money.

Amount will receive from each source

TQ100A Grant .... $ ________
TQ100B Fellowship .... $ ________
TQ100C Scholarship .... $ ________
TQ100D Loan .... $ ________
TQ100E Teaching or research assistantship .... $ ________
TQ100F Job other than assistantship .... $ ________
TQ100G Spouse's income .... $ ________
TQ100H Savings .... $ ________
TQ100I Parents .... $ ________
TQ100J Other relatives or friends .... $ ________
TQ100K Other (specify ________________) .... $ ________

GRADUATE OR PROFESSIONAL SCHOOL

TQ101 **101. Have you received a Bachelor's degree from a four-year college or university?**

No ....1 *GO TO Q. 108, p. 24*
Yes ....2 *CONTINUE WITH Q. 102*

TQ102 **102. Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1976?**

No ....1 *GO TO Q. 104, next page*
Yes ....2 *CONTINUE WITH Q. 103*

*See manual for coding instructions.

CONTINUED

103. **Please list below the graduate institutions to which you applied, the city and state in which the institutions are located, and the department or program (e.g., law school, public health, journalism, psychology).**

At the right circle the number for yes or no if you (a) were accepted; (b) applied for financial assistance such as a grant, fellowship, loan, teaching or research assistantship, etc.; (c) were offered financial assistance, and (d) enrolled.

	(a) Was Accepted	(b) Applied for Financial Assistance	(c) Was Offered Financial Assistance	(d) Enrolled
First Choice				
School: TQ103ASC FICE CODE: TQ103AFC	TQ103AA	TQ103AB	TQ103AC	TQ103AD
City: TQ103ACT State: TQ103AST	Yes....1	Yes....1	Yes....1	Yes....1
Department or program: TQ103AFS	No.....2	No.....2	No.....2	No.....2
FICE CODE INDICATOR: TQ103AIN*				
Second Choice				
School: TQ103BSC FICE CODE: TQ103BFC	TQ103BA	TQ103BB	TQ103BC	TQ103BD
City: TQ103BCT State: TQ103BST	Yes....1	Yes....1	Yes....1	Yes....1
Department or program: TQ103BFS	No.....2	No.....2	No.....2	No.....2
FICE CODE INDICATOR: TQ103BIN*				
Third Choice				
School: TQ103CSC FICE CODE: TQ103CFC	TQ103CA	TQ103CB	TQ103CC	TQ103CD
City: TQ103CCT State: TQ103CST	Yes....1	Yes....1	Yes....1	Yes....1
Department or program: TQ103CFS	No.....2	No.....2	No.....2	No.....2
FICE CODE INDICATOR: TQ103CIN*				

TQ104 104. **Circle the category that describes your present status with respect to graduate or professional school.**

(Circle one.)

I **have attended** graduate or professional school but **am not presently attending** ....1 } *GO TO Q. 106, next page*
I **am presently attending** graduate or professional school ....2 } *GO TO Q. 106, next page*
I **have never attended** graduate or professional school ....3 *CONTINUE WITH Q. 105*

105. **Which of the following factors are important reasons for your not attending graduate or professional school?** *(After you have answered this question, go to Q. 108, next page.)*

(Circle as many as apply.)

TQ105A a. I have no interest in graduate or professional education 1
TQ105B b. I have family responsibilities that require my presence at home 2
TQ105C c. I was refused a loan 3
TQ105D d. I cannot financially afford to attend graduate school at the present time 4
TQ105E e. I can earn a satisfactory income without attending graduate school.................................... 5
TQ105F f. I want additional work experience before applying to graduate school.................................... 6
TQ105G g. My career goals are very uncertain 7
TQ105H h. I do not need an advanced degree to succeed in the field I am now in (or want to enter) 8
TQ105I i. I'm tired of school 9
TQ105J j. I was not accepted at the institution of my choice 10
TQ105K k. Health problems or physical handicap 11
TQ105L l. Other (specify: ________ ________)....12

} *GO TO Q. 108, next page*

*See manual for coding instructions.

106. How important was each of the following reasons in your deciding to attend graduate or professional school?

(Circle one number on each line.)

		Determining Factor	Important	Not Important	Did NOT Consider
TQ106A	Obtaining credentials for a specific career	1	2	3	4
TQ106B	No satisfactory jobs available	1	2	3	4
TQ106C	Better salary	1	2	3	4
TQ106D	Enjoy school	1	2	3	4
TQ106E	Interest in subject matter	1	2	3	4
TQ106F	Better job opportunities	1	2	3	4
TQ106G	Other (specify: ____________________)	1	2	3	4

107. How important was each of the following reasons in your choosing the institution in which you are (were) enrolled for your graduate or professional study?

(Circle one number on each line.)

			Determining Factor	Important	Not Important	Did NOT Consider
TQ107A	a.	Cost of attending	1	2	3	4
TQ107B	b.	Availability of financial aid	1	2	3	4
TQ107C	c.	Recommendation of undergraduate professor	1	2	3	4
TQ107D	d.	Presence of a particular professor at the institution	1	2	3	4
TQ107E	e.	Quality of a particular department	1	2	3	4
TQ107F	f.	Reputation of the institution	1	2	3	4
TQ107G	g.	Location	1	2	3	4
TQ107H	h.	Library facilities	1	2	3	4
TQ107I	i.	Proximity to spouse's school/work	1	2	3	4
TQ107J	j.	Other (specify: ____________________)	1	2	3	4

OTHER TRAINING

TQ108 **108. Since October 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

No ....1 *GO TO Q. 116, next page*
Yes ....2 *CONTINUE WITH Q. 109*

109. What type of training program(s) or course(s) have you participated in?

(Circle as many as apply.)

TQ109A	a.	An Armed Forces training program	1
TQ109B	b.	On-the-job training (a program of instruction during normal working hours)	2
TQ109C	c.	Employer-provided program of instruction other than on-the-job training	3
TQ109D	d.	Formal Registered Apprenticeship (your state or labor union)	4
TQ109E	e.	Manpower Development and Training (MDTA)	5
TQ109F	f.	Work Incentive (WIN)	6
TQ109G	g.	Neighborhood Youth Corps (NYC)	7
TQ109H	h.	Comprehensive Employment and Training Act (CETA)	8
TQ109I	i.	Other manpower program (specify ______________)	9
TQ109J	j.	Correspondence course(s)	10
TQ109K	k.	Non-credit courses for personal enrichment	11
TQ109L	l.	Other (specify: ____________________)	12

TQ110 **110. Were you being trained for some type of work?**

No ....1 *GO TO Q. 112*
Yes........................2 *CONTINUE WITH Q. 111*

TQ111 **111. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): ____________________

TQ112 **112. How long is (or was) this program scheduled to last?**

(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more..............4

TQ113 **113. Have you completed this program?**

(Circle one.)

Yes.............................1
No, left without completing 2
No, still enrolled 3

TQ114 **114. Have you used this training on any job?**

Yes 1
No..........................2

TQ115 **115. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?**

(Circle one.)

DOES NOT APPLY TO ME since my training was in the military, on-the-job, or for personal enrichment 1
I did not want or did not need help from the center in finding a job 2
I wanted and needed help but did not receive any from the center 3
The center provided information on job openings in my field 4
The center put me directly in touch with possible employers or arranged a job for me 5

TQ116 **116. Have you ever tried to find work on a job where you might use what you learned from any school, college, or training program you attended since October 1974?**

No, because I have NOT attended any school or college since October 1974 ....1 } *SKIP TO SECTION [illegible]*
No, although I HAVE attended a school or college since October 1974 ....2 }
Yes...3 *CONTINUE WITH Q. [illegible]*

TQ117 **117. Did you find work for which you could use what you learned?**

(Circle one.)

Yes, in the locality where I received my training 1
Yes, somewhere else 2
Yes, both of the above...3
No 4

SECTION D: MILITARY SERVICE

TQ118 **118. Since October 1974, have you served in the Armed Forces, or a Reserve or National Guard Unit?**

(Circle one.)

No .... 1 } *SKIP TO SECTION E, next page*
Yes, National Guard or Reserves but not active duty .... 2 }
Yes, active duty .... 3 *CONTINUE WITH Q. 119*

TQ119 **119. In which branch of the Armed Forces did you serve?** (Write in): ______________________

120. When did you begin active duty? TQ120A (month) TQ120B (year)

TQ121 **121. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?**

No .... 1 *GO TO Q. 123*
Yes .... 2 *CONTINUE WITH Q. 122*

TQ122 **122. What is the name of the specialized schooling program in which you spent the longest period of time? (Please print and do not abbreviate.)**

Name of program: ______________________

TQ123 **123. Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (Please print and use standard abbreviations.)** Specialty Code: ____________

TQ124 **124. What is the highest pay grade you have held?**

Pay grade: ____________

125. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

		Yes	**No**
TQ125A	Prepared you for the high school equivalency test?	1	2
TQ125B	Prepared you for equivalency tests that can be taken for college credit?	1	2
TQ125C	Were college-sponsored courses which gave college credits?	1	2

126. Are your currently on active duty?

TQ126A
No (Date left: TQ126B month TQ126C year) .... 1 *SKIP TO SECTION E, next page*
Yes .... 2 *CONTINUE WITH Q. 127*

TQ127 **127. How long do you expect to be on active duty in the Armed Forces?**

(Circle one.)

For a two-year tour of duty only 1
For a three- or four-year tour of duty 2
For more than one enlistment, but less than a full career 3
For a full career (20 years minimum) 4
Have not decided 5

128. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

		My Plans	**NOT My Plans**
TQ128A	Full-time or part-time work	1	2
TQ128B	Graduate or professional school, either full-time or part-time	1	2
TQ128C	College, either full-time or part-time	1	2
TQ128D	Technical, vocational, or business or career training school, either full-time or part-time	1	2
TQ128E	Registered apprenticeship or on-the-job training program	1	2
TQ128F	Retire	1	2
TQ128G	Undecided	1	2
TQ128H	Other (specify: ______________________)	1	2

SECTION E: FAMILY STATUS

TQ129 **129. What was your marital status, as of the first week of October 1976?**

(Circle one.)

Never married, but plan to be married within the next 12 months	1	*GO TO Q. 137, next page*
Never married, and don't plan to be married within the next 12 months	2	
Divorced, widowed, separated	3	*CONTINUE WITH Q. 130*
Married	4	

130. What was the date of your marriage?

TQ130A (month) TQ130B (year)

131. As of the first week of October 1976, what was your husband or wife doing?

TQ131BOX *(If you were not married in the first week of October 1976, check here ☐ and go to Q. 136, next page.)*

(Circle as many as apply.)

TQ131A	Working for pay at a full-time or part-time job	1
TQ131B	Enrolled in graduate or professional school	2
TQ131C	Taking academic courses at a two- or four-year college	3
TQ131D	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	4
TQ131E	On active duty in the Armed Forces (or service academy)	5
TQ131F	Homemaker	6
TQ131G	Temporary layoff from work, looking for work, or waiting to report to work	7
TQ131H	Other (describe: ______________)	8

132. Please describe below the job your husband or wife held during the first week of October 1976.

TQ132BOX *(If your spouse was not working, check here ☐ and go to Q. 135, next page.)*

TQ132A-D

a. For whom did he/she work? (Name of company, business organization, or other employer)
(Write in): ______________________________

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): ______________________________

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): ______________________________

d. What were his/her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): ______________________________

TQ132E e. Was he/she:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?	1
A GOVERNMENT employee (Federal, State, county, or local institution or school)?	2
Self-employed in his/her OWN business, professional practice, or farm?	3
Working WITHOUT PAY in family business or farm?	4

TQ133 **133. How many hours did he/she usually work at this job in an average week?**

____________ Hours per week

TQ134 **134. In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)**

$____________ per week
(Earnings before deductions)

TQ135 **135. As of October 1976, what was the highest level of education that your husband or wife had attained?**

(Circle one.)

Some high school, or less		1
Finished high school		2
Vocational trade or business school	Less than two years	3
	Two years or more	4
College program	Less than two years of college	5
	Two or more years of college (including two-year degree)	6
	Finished college (four- or five-year degree)	7
	Master's degree or equivalent	8
	Ph.D., or advanced professional degree	9

136. Now please think back a year to Fall 1975. What was your husband or wife doing in October 1975?

TQ136BOX *(If you were not married in October 1975, check here ☐ and continue with Q. 137.)*

(Circle as many as apply.)

TQ136A	Working for pay at a full-time or part-time job	1
TQ136B	Enrolled in graduate or professional school	2
TQ136C	Taking academic courses at a two- or four-year college	3
TQ136D	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	4
TQ136E	On active duty in the Armed Forces (or service academy)	5
TQ136F	Homemaker	6
TQ136G	Temporary layoff from work, looking for work, or waiting to report to work	7
TQ136H	Other (describe: ____________________)	8

TQ137 **137. Are you a twin?**

Yes	1
No	2

TQ138A **138. a. How many children altogether do you eventually expect to have?**

(Circle one.)

0........1........2........3........4........5........6........7........8 or more

TQ138B **b. As of the first week of October 1976, how many children did you have?**

(Circle one.)

0........1........2........3........4........5........6 or more

TQ138C **c. When do you expect to have your first (next) child?**

(Circle one.)

Don't expect to have a (another) child	1
Within the next year	2
Between one and two years from now	3
Between two and three years from now	4
Between three and five years from now	5
More than five years from now	6
Don't know	7

TQ139 **139. Not including yourself, how many persons were dependent upon you for more than one-half of their financial support as of the first week of October 1976?**

(Circle one.)

0........1........2........3........4........5........6 or more

140. As of the first week of October 1976, were you dependent upon your parents, spouse, or any other relatives or friends for more than one-half of your financial support?

(Circle one number on each line.)

		Yes	No
TQ140A	Parents	1	2
TQ140B	Spouse	1	2
TQ140C	Other relatives or friends	1	2

141. What is the best estimate of your income before taxes for (a) ALL OF 1975 and for (b) ALL OF 1976? If married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."

	(a) Amount Received 1975	(b) Amount Will Receive 1976
Your own wages, salaries, commissions, or net income from a business or farm	$ TQ141AA	$ TQ141AB
Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm	$ TQ141BA	$ TQ141BB
Public assistance or welfare (include spouse's)	$ TQ141CA	$ TQ141CB
Unemployment compensation (include spouse's)	$ TQ141DA	$ TQ141DB
All other income you and your spouse received (include interest, dividends, rental property income, gifts, scholarships, fellowships, etc.)	$ TQ141EA	$ TQ141EB
TOTAL INCOME FOR YOU AND YOUR SPOUSE	$ TQ141FA	$ TQ141FB

142. As of the first week of October 1976, how much money did you owe for:

(Circle one number on each line.)

		None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	$2000 to $4999	$5000 to $9999	$10,000 or More
TQ142A	Education or training	0	1	2	3	4	5	6	7
TQ142B	Mortgage on house or mobile home	0	1	2	3	4	5	6	7
TQ142C	Other debts (car, rent, appliances, medical bills, and so on)	0	1	2	3	4	5	6	7

143. As of the first week of October 1976, how much money had you saved and planned to use for:

(Circle one number on each line.)

		None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	$2000 or More
TQ143A	Education or training	0	1	2	3	4	5
TQ143B	Other plans (or general savings)	0	1	2	3	4	5

TQ144 **144. Do you owe any money for an education or training loan for which your repayment schedule has begun?**

No .... 1 *SKIP TO SECTION F, next page*
Yes .... 2 *CONTINUE WITH Q. 145*

145. When was your first payment due?

TQ145A (month) TQ145B (year)

TQ146 **146. Are you having or have you had any difficulty in meeting payments?**

No 1
Yes .... 2 (explain why: ____________________)

SECTION F: EXPERIENCES AND OPINIONS

147. To what extent have you voluntarily participated in the following groups during the two-year period from October 1974 through October 1976? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)

(Circle one number on each line.)

			Active Participant	Member Only	Not At All
TQ147A	a.	Youth organizations—such as Little League coach, scouting etc.	1	2	3
TQ147B	b.	Union, farm, trade or professional association	1	2	3
TQ147C	c.	Political clubs or organizations	1	2	3
TQ147D	d.	Church or church-related activities (not counting worship services)	1	2	3
TQ147E	e.	Community centers, neighborhood improvement, or social-action associations or groups	1	2	3
TQ147F	f.	Organized volunteer work—such as in a hospital	1	2	3
TQ147G	g.	A social, hobby, garden, or card playing group	1	2	3
TQ147H	h.	Sport teams or sport clubs	1	2	3
TQ147I	i.	A literary, art, discussion, music, or study group	1	2	3
TQ147J	j.	Educational organizations—such as PTA or an academic group	1	2	3
TQ147K	k.	Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.	1	2	3
TQ147L	l.	A student government, newspaper, journal, or annual staff	1	2	3
TQ147M	m.	Another voluntary group in which I participate	1	2	3

148. How do you feel about each of the following statements?

(Circle one number on each line.)

		Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
TQ148A	I take a positive attitude toward myself	1	2	3	4	5
TQ148B	Good luck is more important than hard work for success	1	2	3	4	5
TQ148C	I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
TQ148D	I am able to do things as well as most other people	1	2	3	4	5
TQ148E	Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
TQ148F	Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
TQ148G	People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
TQ148H	On the whole, I'm satisfied with myself	1	2	3	4	5

149. Have you ever been given a special advantage or treated unfairly because of your sex (male or female) in any of the following situations?

	Given Special Advantage (Circle as many as apply.)		Treated Unfairly (Circle as many as apply.)	
Getting a good education	1	TQ149AA	1	TQ149AB
Getting a job, promotion, or other work benefits	2	TQ149BA	2	TQ149BB
Getting a house or apartment	3	TQ149CA	3	TQ149CB
None of these	4	TQ149DA	4	TQ149DB

If so, please describe: TQ149E

150. How do you feel about each of the following statements?

(Circle one number on each line.)

			Agree Strongly	Agree	Disagree	Disagree Strongly
TQ150A	a.	A working mother of pre-school children can be just as good a mother as the woman who doesn't work	1	2	3	4
TQ150B	b.	It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family	1	2	3	4
TQ150C	c.	Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.)	1	2	3	4
TQ150D	d.	Most women are just not interested in having big and important jobs	1	2	3	4
TQ150E	e.	Many qualified women can't get good jobs; men with the same skills have much less trouble	1	2	3	4
TQ150F	f.	Most women are happiest when they are making a home and caring for children	1	2	3	4
TQ150G	g.	High school counselors should urge young women to train for jobs which are now held mainly by men	1	2	3	4
TQ150H	h.	It is more important for a wife to help her husband than to have a career herself	1	2	3	4
TQ150I	i.	Schools teach women to want the less important jobs	1	2	3	4
TQ150J	j.	Men should be given first chance at most jobs because they have the primary responsibility for providing for a family	1	2	3	4

151. How important is each of the following to you in your life?

(Circle one number on each line.)

			Very Important	Somewhat Important	Not Important
TQ151A	a.	Being successful in my line of work	1	2	3
TQ151B	b.	Finding the right person to marry and having a happy family life	1	2	3
TQ151C	c.	Having lots of money	1	2	3
TQ151D	d.	Having strong friendships	1	2	3
TQ151E	e.	Being able to find steady work	1	2	3
TQ151F	f.	Being a leader in the community	1	2	3
TQ151G	g.	Being able to give my children better opportunities than I've had	1	2	3
TQ151H	h.	Living close to parents and relatives	1	2	3
TQ151I	i.	Getting away from this area of the country	1	2	3
TQ151J	j.	Working to correct social and economic inequalities	1	2	3
TQ151K	k.	Having leisure time to enjoy my own interests	1	2	3
TQ151L	l.	Having a good education	1	2	3

152. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
TQ152A	a. Previous work experience in the area	1	2	3
TQ152B	b. Relative or friend in the same line of work	1	2	3
TQ152C	c. Job openings available in the occupation	1	2	3
TQ152D	d. Work matches a hobby interest of mine	1	2	3
TQ152E	e. Good income to start or within a few years	1	2	3
TQ152F	f. Job security and permanence	1	2	3
TQ152G	g. Work that seems important and interesting to me	1	2	3
TQ152H	h. Freedom to make my own decisions	1	2	3
TQ152I	i. Opportunity for promotion and advancement in the long run	1	2	3
TQ152J	j. Meeting and working with sociable, friendly people	1	2	3

153. The following questions ask about your political participation. Considering the period from October 1974 to October 1976,

(Circle one number on each line.)

		Frequently	Sometimes	Never
TQ153A	When you talked with your friends, did you ever talk about public problems—that is, what's happening in the country or in your community?	1	2	3
	Did you ever talk about public problems with any of the following people?			
TQ153B1	Your family	1	2	3
TQ153B2	People where you work	1	2	3
TQ153B3	Community leaders, such as club or church leaders	1	2	3
TQ153C	Did you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders?	1	2	3
TQ153D	Did you ever talk to people to try to get them to vote for or against a candidate?	1	2	3
TQ153E	Did you ever give any money or buy tickets to help someone who was trying to win an election?	1	2	3
TQ153F	Did you ever go to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election?	1	2	3
TQ153G	Did you ever do any work to help a candidate in his campaign?	1	2	3
TQ153H	Did you ever hold an office in a political party or get elected to a government job?	1	2	3

TQ154 **154. Are you registered to vote?**

Yes 1
No 2

TQ155 **155. Before October 1976, did you ever vote in a local, state, or national election?**

Yes 1
No 2

156. Have you ever been given a special advantage or treated unfairly because of your race in any of the following situations?

	Given Special Advantage (Circle as many as apply.)	Treated Unfairly (Circle as many as apply.)
Getting a good education	1 TQ156AA	1 TQ156AB
Getting a job, promotion or other work benefits	2 TQ156BA	2 TQ156BB
Getting a house or apartment	3 TQ156CA	3 TQ156CB
None of these	4 TQ156DA	4 TQ156DB

If so, please describe: TQ156E

157. What are your feelings about the high school you graduated from?

(Circle one number on each line.)

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Does not Apply
TQ157A	School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4	5
TQ157B	School did not offer enough practical work experience	1	2	3	4	5
TQ157C	School should have placed more emphasis on vocational and technical programs	1	2	3	4	5
TQ157D	School provided me with counseling that helped me find employment	1	2	3	4	5
TQ157E	School should have given more attention to my needs as an individual	1	2	3	4	5
TQ157F	School provided me with counseling that helped me continue my education	1	2	3	4	5
TQ157G	Other comments about your high school					

158. The information you have given us in this questionnaire lets us know what you have been doing during the past two years, particularly in October 1975 and October 1976. This question asks about other time periods, so that we will be sure to have a complete picture of what you've been doing since high school.

Please read through all nine activities listed below, then for EACH time period circle the number for EACH activity that you were doing at that time.

Circle all that apply for EACH column.

		Oct. 72	Oct. 73	Oct. 74	What are you doing now?	What do you expect to be doing in Oct. 1977?
TQ158AA-AE	Working for pay at a full-time job	1	1	1	1	1
TQ158BA-BE	Working for pay at a part-time job	2	2	2	2	2
TQ158CA-CE	Enrolled in graduate or professional school	3	3	3	3	3
TQ158DA-DE	Taking academic courses at a two-year or four-year college	4	4	4	4	4
TQ158EA-EE	Taking vocational or technical courses	5	5	5	5	5
TQ158FA-FE	On active duty in the Armed Forces (or service academy)	6	6	6	6	6
TQ158GA-GE	Homemaker	7	7	7	7	7
TQ158HA-HE	Temporary layoff from work, looking for work, or waiting to report to work	8	8	8	8	8
TQ158IA-IE	Other	9	9	9	9	9

Make sure you have circled at least one number in each column.

SECTION G: BACKGROUND INFORMATION

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

OMITTED

YOUR NAME: ____________

ADDRESS: ____________

CITY: STATE: ZIP:

TELEPHONE	
AREA CODE	NUMBER

Please PRINT the name, address and telephone number of your parents.

OMITTED

YOUR PARENTS' NAME: ____________

ADDRESS: ____________

CITY: STATE: ZIP:

TELEPHONE	
AREA CODE	NUMBER

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

OMITTED

NAME: ____________

ADDRESS: ____________

CITY: STATE: ZIP:

TELEPHONE	
AREA CODE	NUMBER

OMITTED

NAME: ____________

ADDRESS: ____________

CITY: STATE: ZIP:

TELEPHONE	
AREA CODE	NUMBER

Please PRINT your spouse's full name (if you are married).

OMITTED

SPOUSE'S FULL NAME: ____________

Please give the following information about yourself.

(a) Date of birth TFUBMTH (month) TFUBDAY (day) TFUBYR (year)

TFUSEX (b) Sex: (Circle one.) Male..........1
Female..........2

OMITTED (c) Driver's License No. ____________ State ____________

(d) When did you complete this questionnaire? TQCMPMTH (month) TQCMPDAY (day) TQCMPYR (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Activity State Questionnaire

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

OPERATION FOLLOW-UP
Supplementary Information

A. October 1972 Activities

Think back to October 1972, the fall of the year after you left high school. [Circle the numbers of the answers which best fit the situation then.]

1. Were you:
Working full time? 1
Working part time? 2
Not working? 3

2. Were you looking for work?
Yes 1
No 2

3. Were you going to school?
Full time 1
Part time 2
Not going to school 3

4. What were the name and address of the school?
Name: ______________________
Address: ______________________
____

5. Were you on active military duty?
Yes 1
No 2

6. Were you a homemaker?
Yes 1
No 2

B. October 1973 Activities

Think back to October 1973, the fall of the second year after you left high school. [Circle the numbers of the answers which best fit the situation then.]

7. Were you:
Working full time? 1
Working part time? 2
Not working? 3

8. Were you looking for work?
Yes 1
No 2

9. Were you going to school?
Full time 1
Part time 2
Not going to school 3

10. What were the name and address of the school?
Name: ______________________
Address: ______________________
____

11. Were you on active military duty?
Yes 1
No 2

12. Were you a homemaker?
Yes 1
No 2

C. General Information

The following questions are more general in nature. [Circle the numbers of the answers which best fit.]

13. What kind of high school program were you in?

General	1
Academic or college preparatory	2
Vocational or technical	3

14. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

	None or grade school only	High School		Vocational, trade, business, or career program in a school or college		Academic programs			
		Did not finish	Finished	Less than two years	Two years or more	Some college (including two-year degree)	Finished college (four- or five-year degree)	Master's degree or equivalent	Ph. D., M.D., or equivalent
Father or male guardian	1	2	3	4	5	6	7	8	9
Mother or female guardian	1	2	3	4	5	6	7	8	9

15. What job did your father (or male guardian) hold when you were a senior in high school, even if he is now retired, deceased, or disabled?

a. For whom does (or did) he work? (Name of company, business, organization, or other employer)

(Write in): ______________________________

b. What kind of business or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): ______________________________

c. What kind of job or occupation does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): ______________________________

d. What are (or were) his most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): ______________________________

Appendix B

Critical Items and Supporting Items in the First, Second, and Third Follow-Up Questionnaires

Critical Items and Supporting Items in the First, Second, and Third Follow-Up Questionnaires

Each questionnaire was manually edited to insure response to critical items. Critical items were those questions which had to be answered, and in some cases answered consistently in relation to others, before the questionnaire was considered acceptable. Some critical questions are followed by supporting questions which are important non-key items. Some of the critical items, if answered "no," lead to the editing of following supporting items to insure no response to these related questions. However, the same critical items, if answered "yes," indicated necessary editing of supporting questions to make sure they were answered consistently with the "yes."

If there was no response to a critical item, where expected, then follow-up activities were initiated to attempt to obtain this information. Lists of critical and supporting items for the first, second, and third follow-ups are presented on the following pages.

First Follow-Up Questionnaire

Critical Items	Supporting Items
1	
16	
21	22A
23	25 26A 28A 28B
29A	30 32A
37	34
48A	49A 49B 49C 49D
54A	55A 55B 55C 55D
58	
64	
95	

Second Follow-Up Questionnaire

Critical Items	Supporting Items
1	
8	
9	
10	
11	
12	
15	
16	
19	20 21 24 25 26 27
28	29 30 31
32	
33	
34	
58	
59	60 61 62 63 64 65
66	
74	
75	
76A-D	76E 76F 76G 77
88	89 90
92	
93A-D	93E 93F 93G 94 105 107 111 114
121	
128	

Third Follow-Up Questionnaire

Critical Items	Supporting Items
1	12
9	33
10	13
	15
	16
	29
32	35
	36
	37
	40
34	35A-D
47	48
49A	
51	53
	67
52	53
	54
	57
	59
	61
66	67
	68
	70
	71
73	74
83	84
88A	89A
88B	89B
90	91
92	93
94	95
96	97
101	104
102	103
108	109
118	119
129	131
	136
141	
158	

Appendix C

Index of Miscellaneous NLS Codes

Appendix C.1

List of Occupational Codes

OCCUPATIONAL CLASSIFICATION SYSTEM

Equivalent alphabetic codes follow some codes. Either code may be utilized, depending on the processing method. "N.e.c." means "not elsewhere classified."

Occupation Code	PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS
001	Accountants
002	Architects
	Computer specialists
003	Computer programmers
004	Computer systems analysts
005	Computer specialists, n.e.c.
	Engineers
006	Aeronautical and astronautical engineers
010	Chemical engineers
011	Civil engineers
012	Electrical and electronic engineers
013	Industrial engineers
014	Mechanical engineers
015	Metallurgical and materials engineers
020	Mining engineers
021	Petroleum engineers
022	Sales engineers
023	Engineers, n.e.c.
024	Farm management advisors
025	Foresters and conservationists
026	Home management advisors
	Lawyers and judges
030	Judges
031	Lawyers
	Librarians, archivists, and curators
032	Librarians
033	Archivists and curators
	Mathematical specialists
034	Actuaries
035	Mathematicians
036	Statisticians
	Life and physical scientists
042	Agricultural scientists
043	Atmospheric and space scientists
044	Biological scientists
045	Chemists
051	Geologists
052	Marine scientists
053	Physicists and astronomers
054	Life and physical scientists, n.e.c.
055	Operations and systems researchers and analysts
056	Personnel and labor relations workers
	Physicians, dentists, and related practitioners
061	Chiropractors
062	Dentists
063	Optometrists
064	Pharmacists
065	Physicians, medical and osteopathic
071	Podiatrists
072	Veterinarians
073	Health practitioners, n.e.c.
Occupation Code	PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS—Continued
	Nurses, dietitians, and therapists
074	Dietitians
075	Registered nurses
076	Therapists
	Health technologists and technicians
080	Clinical laboratory technologists and technicians
081	Dental hygienists
082	Health record technologists and technicians
083	Radiologic technologists and technicians
084	Therapy assistants
085	Health technologists and technicians, n.e.c.
	Religious workers
086	Clergymen
090	Religious workers, n.e.c.
	Social scientists
091	Economists
092	Political scientists
093	Psychologists
094	Sociologists
095	Urban and regional planners
096	Social scientists, n.e.c.
	Social and recreation workers
100	Social workers
101	Recreation workers
	Teachers, college and university
102	Agriculture teachers
103	Atmospheric, earth, marine, and space teachers
104	Biology teachers
105	Chemistry teachers
110	Physics teachers
111	Engineering teachers
112	Mathematics teachers
113	Health specialties teachers
114	Psychology teachers
115	Business and commerce teachers
116	Economics teachers
120	History teachers
121	Sociology teachers
122	Social science teachers, n.e.c.
123	Art, drama, and music teachers
124	Coaches and physical education teachers
125	Education teachers
126	English teachers
130	Foreign language teachers
131	Home economics teachers
132	Law teachers
133	Theology teachers
134	Trade, industrial, and technical teachers
135	Miscellaneous teachers, college and university
140	Teachers, college and university, subject not specified

Occupation Code	PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS—Continued
	Teachers, except college and university
141	Adult education teachers
142 (N)	Elementary school teachers
143	Prekindergarten and kindergarten teachers
144	Secondary school teachers
145	Teachers, except college and university, n.e.c.
	Engineering and science technicians
150	Agriculture and biological technicians, except health
151	Chemical technicians
152	Draftsmen
153	Electrical and electronic engineering technicians
154	Industrial engineering technicians
155	Mechanical engineering technicians
156	Mathematical technicians
161	Surveyors
162	Engineering and science technicians, n.e.c.
	Technicians, except health, and engineering and science
163	Airplane pilots
164	Air traffic controllers
165	Embalmers
170	Flight engineers
171	Radio operators
172	Tool programmers, numerical control
173	Technicians, n.e.c.
174	Vocational and educational counselors
	Writers, artists, and entertainers
175	Actors
180	Athletes and kindred workers
181	Authors
182	Dancers
183	Designers
184	Editors and reporters
185	Musicians and composers
190	Painters and sculptors
191	Photographers
192	Public relations men and publicity writers
193	Radio and television announcers
194	Writers, artists, and entertainers, n.e.c.
195	Research workers, not specified

MANAGERS AND ADMINISTRATORS, EXCEPT FARM

201	Assessors, controllers, and treasurers; local public administration
202	Bank officers and financial managers
203	Buyers and shippers, farm products
205	Buyers, wholesale and retail trade
210	Credit men
211	Funeral directors
212	Health administrators
213	Construction inspectors, public administration
215	Inspectors, except construction, public administration
216	Managers and superintendents, building
220	Office managers, n.e.c.
221	Officers, pilots, and pursers; ship
222	Officials and administrators; public administration, n.e.c.
223	Officials of lodges, societies, and unions
224	Postmasters and mail superintendents
225	Purchasing agents and buyers, n.e.c.
226	Railroad conductors

Occupation Code	MANAGERS AND ADMINISTRATORS, EXCEPT FARM—Continued
230	Restaurant, cafeteria, and bar managers
231	Sales managers and department heads, retail trade
233	Sales managers, except retail trade
235	School administrators, college
240	School administrators, elementary and secondary
245	Managers and administrators, n.e.c.

SALES WORKERS

260	Advertising agents and salesmen
261	Auctioneers
262	Demonstrators
264	Hucksters and peddlers
265	Insurance agents, brokers, and underwriters
266	Newsboys
270	Real estate agents and brokers
271	Stock and bond salesmen
280	Salesmen and sales clerks, n.e.c.[1]

CLERICAL AND KINDRED WORKERS

301	Bank tellers
303	Billing clerks
305 (P)	Bookkeepers
310	Cashiers
311	Clerical assistants, social welfare
312	Clerical supervisors, n.e.c.
313	Collectors, bill and account
314	Counter clerks, except food
315	Dispatchers and starters, vehicle
320	Enumerators and interviewers
321	Estimators and investigators, n.e.c.
323	Expediters and production controllers
325	File clerks
326	Insurance adjusters, examiners, and investigators
330	Library attendants and assistants
331	Mail carriers, post office
332	Mail handlers, except post office
333	Messengers and office boys
334	Meter readers, utilities
	Office machine operators
341	Bookkeeping and billing machine operators
342	Calculating machine operators
343	Computer and peripheral equipment operators
344	Duplicating machine operators

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[1] Category "280 Salesmen and sales clerks, n.e.c." was subdivided in the Census into 5 occupation groups dependent on industry. The industry codes are shown in parentheses.

Occ. Code	
281	Sales representatives, manufacturing industries (Ind. 107-399)
282	Sales representatives, wholesale trade (Ind. 017-058, 507-599)
283	Sales clerks, retail trade (Ind. 608-699 except 618, 639, 649, 667, 668, 688)
284	Salesmen, retail trade (Ind. 607, 618, 639, 649, 667, 668, 688)
285	Salesmen of services and construction (Ind. 067-078, 407-499, 707-947)

Occupation Code	CLERICAL AND KINDRED WORKERS—Continued
	Office machine operators—Continued
345	Key punch operators
350	Tabulating machine operators
355	Office machine operators, n.e.c.
360	Payroll and timekeeping clerks
361	Postal clerks
362	Proofreaders
363	Real estate appraisers
364	Receptionists
	Secretaries
370	Secretaries, legal
371	Secretaries, medical
372 (Q)	Secretaries, n.e.c.
374	Shipping and receiving clerks
375	Statistical clerks
376	Stenographers
381	Stock clerks and storekeepers
382	Teacher aides, exc. school monitors
383	Telegraph messengers
384	Telegraph operators
385	Telephone operators
390	Ticket, station, and express agents
391	Typists
392	Weighers
394	Miscellaneous clerical workers
395	Not specified clerical workers

CRAFTSMEN AND KINDRED WORKERS

Occupation Code	CRAFTSMEN AND KINDRED WORKERS
401	Automobile accessories installers
402	Bakers
403	Blacksmiths
404	Boilermakers
405	Bookbinders
410	Brickmasons and stonemasons
411	Brickmasons and stonemasons, apprentices
412	Bulldozer operators
413	Cabinetmakers
415 (R)	Carpenters
416	Carpenter apprentices
420	Carpet installers
421	Cement and concrete finishers
422	Compositors and typesetters
423	Printing trades apprentices, exc. pressmen
424	Cranemen, derrickmen, and hoistmen
425	Decorators and window dressers
426	Dental laboratory technicians
430	Electricians
431	Electrician apprentices
433	Electric power linemen and cablemen
434	Electrotypers and stereotypers
435	Engravers, exc. photoengravers
436	Excavating, grading, and road machine operators; exc. bulldozer
440	Floor layers, exc. tile setters
441	Foremen, n.e.c.
442	Forgemen and hammermen
443	Furniture and wood finishers
444	Furriers
445	Glaziers
446	Heat treaters, annealers, and temperers
450	Inspectors, scalers, and graders; log and lumber
452	Inspectors, n.e.c.

Occupation Code	CRAFTSMEN AND KINDRED WORKERS—Continued
453	Jewelers and watchmakers
454	Job and die setters, metal
455	Locomotive engineers
456	Locomotive firemen
461	Machinists
462	Machinist apprentices
	Mechanics and repairmen
470	Air conditioning, heating, and refrigeration
471	Aircraft
472	Automobile body repairmen
473 (S)	Automobile mechanics
474	Automobile mechanic apprentices
475	Data processing machine repairmen
480	Farm implement
481	Heavy equipment mechanics, incl. diesel
482	Household appliance and accessory installers and mechanics
483	Loom fixers
484	Office machine
485	Radio and television
486	Railroad and car shop
491	Mechanic, exc. auto, apprentices
492	Miscellaneous mechanics and repairmen
495	Not specified mechanics and repairmen
501	Millers; grain, flour, and feed
502	Millwrights
503	Molders, metal
504	Molder apprentices
505	Motion picture projectionists
506	Opticians, and lens grinders and polishers
510	Painters, construction and maintenance
511	Painter apprentices
512	Paperhangers
514	Pattern and model makers, exc. paper
515	Photoengravers and lithographers
516	Piano and organ tuners and repairmen
520	Plasterers
521	Plasterer apprentices
522	Plumbers and pipe fitters
523	Plumber and pipe fitter apprentices
525	Power station operators
530	Pressmen and plate printers, printing
531	Pressman apprentices
533	Rollers and finishers, metal
534	Roofers and slaters
535	Sheetmetal workers and tinsmiths
536	Sheetmetal apprentices
540	Shipfitters
542	Shoe repairmen
543	Sign painters and letterers
545	Stationary engineers
546	Stone cutters and stone carvers
550	Structural metal craftsmen
551	Tailors
552	Telephone installers and repairmen
554	Telephone linemen and splicers
560	Tile setters
561	Tool and die makers
562	Tool and die maker apprentices
563	Upholsterers
571	Specified craft apprentices, n.e.c.
572	Not specified apprentices

Occupation Code	CRAFTSMEN AND KINDRED WORKERS— Continued
575	Craftsmen and kindred workers, n.e.c.
580	Former members of the Armed Forces

OPERATIVES, EXCEPT TRANSPORT

601	Asbestos and insulation workers
602 (T)	Assemblers
603	Blasters and powdermen
604	Bottling and canning operatives
605	Chainmen, rodmen, and axmen; surveying
610	Checkers, examiners, and inspectors; manufacturing
611	Clothing ironers and pressers
612	Cutting operatives, n.e.c.
613	Dressmakers and seamstresses, except factory
614	Drillers, earth
615	Dry wall installers and lathers
620	Dyers
621	Filers, polishers, sanders, and buffers
622	Furnacemen, smeltermen, and pourers
623	Garage workers and gas station attendants
624	Graders and sorters, manufacturing
625	Produce graders and packers, except factory and farm
626	Heaters, metal
630	Laundry and dry cleaning operatives, n.e.c.
631	Meat cutters and butchers, exc. manufacturing
633	Meat cutters and butchers, manufacturing
634	Meat wrappers, retail trade
635	Metal platers
636	Milliners
640	Mine operatives, n.e.c.
641	Mixing operatives
642	Oilers and greasers, exc. auto
643	Packers and wrappers, except meat and produce
644	Painters, manufactured articles
645	Photographic process workers
	Precision machine operatives
650	Drill press operatives
651	Grinding machine operatives
652	Lathe and milling machine operatives
653	Precision machine operatives, n.e.c.
656	Punch and stamping press operatives
660	Riveters and fasteners
661	Sailors and deckhands
662	Sawyers
663	Sewers and stitchers
664	Shoemaking machine operatives
665	Solderers
666	Stationary firemen
	Textile operatives
670	Carding, lapping, and combing operatives
671	Knitters, loopers, and toppers
672	Spinners, twisters, and winders
673	Weavers
674	Textile operatives, n.e.c.
680	Welders and flame-cutters
681	Winding operatives, n.e.c.
690	Machine operatives, miscellaneous specified
692	Machine operatives, not specified
694	Miscellaneous operatives
695	Not specified operatives

Occupation Code	TRANSPORT EQUIPMENT OPERATIVES
701	Boatmen and canalmen
703	Bus drivers
704	Conductors and motormen, urban rail transit
705	Deliverymen and routemen
706	Fork lift and tow motor operatives
710	Motormen; mine, factory, logging camp, etc.
711	Parking attendants
712	Railroad brakemen
713	Railroad switchmen
714	Taxicab drivers and chauffeurs
715 (U)	Truck drivers

LABORERS, EXCEPT FARM

740	Animal caretakers, exc. farm
750	Carpenters' helpers
751 (V)	Construction laborers, exc. carpenters' helpers
752	Fishermen and oystermen
753	Freight and material handlers
754	Garbage collectors
755	Gardeners and groundskeepers, exc. farm
760	Longshoremen and stevedores
761	Lumbermen, raftsmen, and woodchoppers
762	Stock handlers
763	Teamsters
764	Vehicle washers and equipment cleaners
770	Warehousemen, n.e.c.
780	Miscellaneous laborers
785	Not specified laborers

FARMERS AND FARM MANAGERS

801 (W)	Farmers (owners and tenants)
802	Farm managers

FARM LABORERS AND FARM FOREMEN

821	Farm foremen
822	Farm laborers, wage workers
823	Farm laborers, unpaid family workers
824	Farm service laborers, self-employed

SERVICE WORKERS, EXC. PRIVATE HOUSEHOLD

	Cleaning service workers
901	Chambermaids and maids, except private household
902	Cleaners and charwomen
903 (X)	Janitors and sextons
	Food service workers
910	Bartenders
911	Busboys
912	Cooks, except private household
913	Dishwashers
914	Food counter and fountain workers
915 (Y)	Waiters
916	Food service workers, n.e.c., except private household

Occupation Code	SERVICE WORKERS, EXC. PRIVATE HOUSEHOLD—Continued
	Health service workers
921	Dental assistants
922	Health aides, exc. nursing
923	Health trainees
924	Lay midwives
925	Nursing aides, orderlies, and attendants
926	Practical nurses
	Personal service workers
931	Airline stewardesses
932	Attendants, recreation and amusement
933	Attendants, personal service, n.e.c.
934	Baggage porters and bellhops
935	Barbers
940	Boarding and lodging house keepers
941	Bootblacks
942	Child care workers, exc. private household
943	Elevator operators
944	Hairdressers and cosmetologists
945	Personal service apprentices
950	Housekeepers, exc. private household
952	School monitors
953	Ushers, recreation and amusement
954	Welfare service aides
	Protective service workers
960	Crossing guards and bridge tenders
961	Firemen, fire protection
962	Guards and watchmen
963	Marshals and constables
964	Policemen and detectives
965	Sheriffs and bailiffs

Occupation Code	PRIVATE HOUSEHOLD WORKERS
980	Child care workers, private household
981	Cooks, private household
982	Housekeepers, private household
983	Laundresses, private household
984(Z)	Maids and servants, private household
987	Housewifes
992	Military
995	OCCUPATION NOT REPORTED[3]

Appendix C.2

List of Fields of Study Codes in Numerical Order

FIELDS OF STUDY DIRECTORY

```
000505  SECURITIES                                      000816  EDUCATION OF THE EMOTIONALLY DISTURBED
000506  ADMINISTRATION, BUSINESS                        000817  REMEDIAL EDUCATION
000506  BUSINESS ADMINISTRATION                         000818  SPECIAL LEARNING DISABILITIES
000506  BUSINESS MANAGEMENT                             000819  EDUCATION OF THE PHYSICALLY HANDICAPPED
000506  MANAGEMENT, BUSINESS                            000820  EDUCATION OF THE MULTIPLE HANDICAPPED
000507  OPERATIONS RESEARCH                             000821  HISTORY OF EDUCATION
000508  HOTEL MANAGEMENT                                000821  PHILOSOPHY OF EDUCATION
000508  RESTAURANT MANAGEMENT                           000821  SOCIAL FOUNDATIONS OF EDUCATION
000509  MARKETING                                       000822  EDUCATIONAL PSYCHOLOGY
000509  PURCHASING                                      000822  LEARNING THEORY
000510  PUBLIC UTILITIES                                000822  PSYCHOLOGY, EDUCATION
000510  TRANSPORTATION                                  000823  KINDERGARTEN EDUCATION
000511  REAL ESTATE                                     000823  PRE-ELEMENTARY EDUCATION
000512  INSURANCE                                       000824  EDUCATIONAL RESEARCH
000513  BUSINESS, INTERNATIONAL                         000824  EDUCATIONAL STATISTICS
000513  INTERNATIONAL BUSINESS                          000825  EDUCATIONAL EVALUATION
000514  SECRETARIAL STUDIES                             000825  EDUCATIONAL MEASUREMENT
000515  PERSONNEL MANAGEMENT                            000825  EDUCATIONAL TESTING
000516  INDUSTRIAL RELATIONS                            000826  COUNSELING, EDUCATIONAL
000516  LABOR RELATIONS                                 000826  GUIDANCE, EDUCATION
000517  BUSINESS ECONOMICS                              000826  STUDENT PERSONNEL
000517  ECONOMICS, BUSINESS                             000827  EDUCATIONAL ADMINISTRATION
000601  COMMUNICATION, GENERAL                          000828  EDUCATIONAL SUPERVISION
000602  JOURNALISM                                      000829  CURRICULUM
000603  RADIO                                           000829  INSTRUCTION
000603  TELEVISION                                      000830  READING EDUCATION
000604  ADVERTISING                                     000831  ART EDUCATION
000605  COMMUNICATION MEDIA                             000832  MUSIC EDUCATION
000701  COMPUTER SCIENCES, GENERAL                      000833  MATHEMATICS, EDUCATION
000701  INFORMATION SCIENCES, GENERAL                   000834  SCIENCE EDUCATION
000702  INFORMATION SCIENCES                            000835  PHYSICAL EDUCATION
000702  INFORMATION SYSTEMS                             000836  DRIVER EDUCATION
000702  SYSTEMS, INFORMATION                            000836  SAFETY EDUCATION
000703  DATA PROCESSING                                 000837  FAMILY LIFE EDUCATION
000704  COMPUTER PROGRAMMING                            000837  HEALTH EDUCATION
000704  PROGRAMMING, COMPUTER                           000838  BUSINESS EDUCATION
000705  SYSTEMS ANALYSIS                                000838  COMMERCE EDUCATION
000799  COMPUTER AND INFORMATION SCIENCES OTHER         000838  DISTRIBUTIVE EDUCATION
000801  EDUCATION, GENERAL                              000839  INDUSTRIAL ARTS EDUCATION
000802  ELEMENTARY EDUCATION, GENERAL                   000839  TECHNICAL EDUCATION
000803  SECONDARY EDUCATION, GENERAL                    000839  VOCATIONAL EDUCATION
000804  JUNIOR HIGH SCHOOL EDUCATION                    000899  EDUCATION, OTHER SPECIFY (I.E. BILINGUAL TEACHER)
000805  HIGHER EDUCATION, GENERAL                       000901  ENGINEERING, GENERAL
000806  COMMUNITY COLLEGE EDUCATION                     000902  AERONAUTICAL ENGINEERING
000806  JUNIOR COLLEGE EDUCATION                        000902  AEROSPACE ENGINEERING
000807  ADULT EDUCATION                                 000902  ASTRONAUTICAL ENGINEERING
000807  CONTINUING EDUCATION                            000903  AGRICULTURAL ENGINEERING
000808  SPECIAL EDUCATION, GENERAL                      000904  ARCHITECTURAL ENGINEERING
000809  ADMINISTRATION, SPECIAL EDUCATION               000905  BIOENGINEERING
000810  EDUCATION OF MENTALLY RETARDED                  000905  BIOMEDICAL ENGINEERING
000811  EDUCATION OF THE GIFTED                         000906  CHEMICAL ENGINEERING
000812  EDUCATION OF THE DEAF                           000906  PETROLEUM REFINING
000813  EDUCATION OF THE CULTURALLY DISADVANTAGED       000907  PETROLEUM ENGINEERING
000814  EDUCATION OF THE VISUALLY HANDICAPPED           000908  CIVIL ENGINEERING
000815  SPEECH CORRECTION                               000908  CONSTRUCTION ENGINEERING
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FIELDS OF STUDY DIRECTORY

000101	AGRICULTURE, GENERAL
000102	AGRONOMY
000102	CROP MANAGEMENT
000102	FIELD CROPS
000103	SOIL CONSERVATION
000103	SOIL MANAGEMENT
000103	SOIL SCIENCE
000104	ANIMAL HUSBANDRY
000104	ANIMAL SCIENCE
000104	HUSBANDRY, ANIMAL
000105	DAIRY SCIENCES
000105	HUSBANDRY, DAIRY
000106	POULTRY SCIENCE
000107	FISH MANAGEMENT
000107	GAME MANAGEMENT
000107	WILDLIFE MANAGEMENT
000108	FRUIT PRODUCTION
000108	HORITICULTURE
000108	VEGETABLE PRODUCTION
000109	FLORICULTURE
000109	NURSERY SCIENCE
000109	ORNAMENTAL HORTICULTURE
000110	AGRICULTURAL MANAGEMENT
000110	FARM MANAGEMENTS
000111	AGRICULTURAL ECONOMICS
000111	ECONOMICS, AGRICULTURAL
000112	AGRICULTURAL BUSINESS
000112	BUSINESS, AGRICULTURAL
000113	FOOD SCIENCE
000113	FOOD TECHNOLOGY
000114	FORESTRY
000115	NATURAL RESOURCES MANAGEMENT
000116	AGRICULTURE TECHNOLOGIES
000116	FORESTRY TECHNOLOGY
000117	RANGE MANAGEMENT
000199	NATURAL RESOURCES
000201	ENVIRONMENTAL DESIGN, GENERAL
000202	ARCHITECTURE
000203	INTERIOR DESIGN
000204	LANDSCAPE ARCHITECTURE
000205	URBAN ARCHITECTURE
000206	CITY PLANNING
000206	COMMUNITY PLANNING
000206	REGIONAL PLANNING
000301	ASIAN STUDIES, GENERAL
000302	EAST ASIAN STUDIES
000303	INDIA STUDIES
000303	SOUTH ASIAN STUDIES
000304	SOUTHEAST ASIAN STUDIES
000305	AFRICAN STUDIES
000306	ISLAMIC STUDIES
000307	RUSSIAN STUDIES
000307	SLAVIC STUDIES
000308	LATIN AMERICAN STUDIES
000309	MIDDLE EASTERN STUDIES
000310	EUROPEAN STUDIES, GENERAL
000311	EASTERN EUROPEAN STUDIES
000312	WEST EUROPEAN STUDIES
000313	AMERICAN STUDIES
000314	PACIFIC AREA STUDIES
000401	BIOLOGY, GENERAL
000402	BOTANY, GENERAL
000403	BACTERIOLOGY
000404	PATHOLOGY, PLANT
000404	PLANT PATHOLOGY
000405	PHARMACOLOGY, PLANT
000405	PLANT PHARMACOLOGY
000406	PHYSIOLOGY, PLANT
000406	PLANT PHYSIOLOGY
000407	ZOOLOGY, GENERAL
000408	PATHOLOGY, ANIMAL
000408	PATHOLOGY, HUMAN
000409	PHARMACOLOGY, ANIMAL
000409	PHARMACOLOGY, HUMAN
000410	PHYSIOLOGY, ANIMAL
000410	PHYSIOLOGY, HUMAN
000411	MICROBIOLOGY
000412	ANATOMY
000413	HISTOLOGY
000414	BIOCHEMISTRY
000415	BIOPHYSICS
000416	BIOLOGY, MOLECULAR
000416	MOLECULAR BIOLOGY
000417	BIOLOGY, CELLUAR
000417	CELL BIOLOGY
000417	CELL PHYSIOLOGY
000417	CYTOLOGY
000418	BIOLOGY, MARINE
000418	MARINE BIOLOGY
000419	BIOMETRICS
000419	BIOSTATISTICS
000420	ECOLOGY
000421	ENTOMOLOGY
000422	GENETICS
000423	RADIOBIOLOGY
000424	NUTRITION, SCIENTIFIC
000425	NEUROSCIENCES
000426	TOXICOLOGY
000427	EMBRYOLOGY
000499	ICHTHYOLOGY
000499	LIMNOLOGY
000499	ORNITHOLOGY
000499	PARASITOLOGY
000501	BUSINESS, GENERAL
000501	COMMERCE, GENERAL
000502	ACCOUNTING
000503	BUSINESS STATISTICS
000504	BANKING
000504	FINANCE
000505	INVESTMENTS

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000908	TRANSPORTATION ENGINEERING
000909	COMMUNICATION ENGINEERING
000909	ELECTRICAL ENGINEERING
000909	ELECTRONICS ENGINEERING
000910	MECHANICAL ENGINEERING
000911	GEOLOGICAL ENGINEERING
000912	GEOPHYSICAL ENGINEERING
000913	INDUSTRIAL ENGINEERING
000913	MANAGEMENT, ENGINEERING
000914	METALLURGICAL ENGINEERING
000915	MATERIALS ENGINEERING
000916	CERAMIC ENGINEERING
000917	TEXTILE ENGINEERING
000918	MINERAL ENGINEERING
000918	MINING ENGINEERING
000919	ENGINEERING PHYSICS
000920	NUCLEAR ENGINEERING
000921	ENGINEERING MECHANICS
000922	ENVIRONMENTAL ENGINEERING
000923	ARCHITECTURE, NAVAL
000923	MARINE ENGINEERING
000923	NAVAL ARCHITECTURE
000924	OCEAN ENGINEERING
000925	ENGINEERING TECHNOLOGIES
000992	SANITARY ENGINEERING
000999	ENGINEERING, OTHER SPECIFY
001001	FINE ARTS, GENERAL
001002	ART
001002	DRAWING
001002	PAINTING
001002	SCULPTURE
001003	ART APPRECIATION
001003	ART HISTORY
001004	MUSIC COMPOSITION
001004	MUSIC, PERFORMING
001004	MUSIC, THEORY
001005	MUSIC (LIBERAL ARTS PROGRAM)
001006	MUSIC APPRECIATION
001006	MUSIC HISTORY
001006	MUSICOLOGY
001007	DRAMATIC ARTS
001008	DANCE
001009	APPLIED DESIGN
001009	ART, COMMERCIAL
001009	CERAMICS
001009	COMMERCIAL ART
001009	FASHION DESIGN
001009	INTERIOR DECORATION
001009	JEWELRY
001009	METALSMITHING
001009	TEXTILE DESIGN
001009	WEAVING
001010	CINEMATOGRAPHY
001011	PHOTOGRAPHY
001099	FINE AND APPLIED ARTS, OTHER SPECIFY
001101	FOREIGN LANGUAGES, GENERAL
001102	FRENCH
001103	GERMAN
001104	ITALIAN
001105	SPANISH
001106	RUSSIAN
001107	CHINESE
001108	JAPANESE
001109	LATIN
001110	GREEK, CLASSICAL
001111	HEBREW
001112	ARABIC
001113	INDIAN (ASIATIC)
001114	DANISH
001114	NORWEGIAN
001114	SCANDINAVIAN LANGUAGES
001114	SWEDISH
001115	SLAVIC LANGUAGES (OTHER THAN RUSSIAN)
001116	AFRICAN LANGUAGES (NON SEMITIC)
001199	CATALAN
001199	FINNISH
001199	KOREAN
001199	SANSKRIT
001199	VIETNAMESE
001201	HEALTH PROFESSIONS, GENERAL
001202	HEALTH CARE ADMINISTRATION
001202	HOSPITAL ADMINISTRATION
001203	NURSING (BACCALAUREATE AND HIGHER PROGRAMS)
001204	DENTISTRY, D.D.S. OR D.M.D. DEGREE
001205	DENTAL SPECIALTIES
001206	MEDICINE, M.D. DEGREE
001207	MEDICAL SPECIALTIES
001208	OCCUPATIONAL THERAPY
001209	OPTOMETRY
001210	OSTEOPATHIC MEDICINE, D.O. DEGREE
001211	PHARMACY
001212	PHYSICAL THERAPY
001213	DENTAL HYGIENE
001214	PUBLIC HEALTH
001215	MEDICAL RECORD LIBRARIANSHIP
001216	PODIATRY
001217	BIOMEDICAL COMMUNICATION
001218	VETERINARY MEDICINE, D.V.M. DEGREE
001219	VETERINARY MEDICINE SPECIALTIES
001220	AUDIOLOGY
001220	SPEECH PATHOLOGY
001221	CHIROPRACTIC
001222	CLINICAL SOCIAL WORK
001222	REHABILITATION SERVICES
001223	MEDICAL LABORATORY TECHNOLOGIES
001224	DENTAL TECHNOLOGIES
001225	RADIOLOGIC TECHNOLOGIES
001299	MEDICAL ILLUSTRATION
001301	HOME ECONOMICS, GENERAL
001302	HOME DECORATION

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                                     FIELDS OF STUDY DIRECTORY

001302  HOME EQUIPMENT                                    001913  METEOROLOGY
001303  CLOTHING                                          001914  GEOLOGY
001303  TEXTILES, HOME ECONOMICS                          001915  GEOCHEMISTRY
001304  CONSUMER ECONOMICS                                001916  GEOPHYSICS
001304  HOME MANAGEMENT                                   001916  SEISMOLOGY
001305  CHILD DEVELOPMENT                                 001917  EARTH SCIENCES, GENERAL
001305  FAMILY RELATIONS                                  001918  PALEONTOLOGY
001306  DIETETICS                                         001919  OCEANOGRAPHY
001306  FOODS AND NUTRITION                               001920  METALLURGY
001307  CAFETERIA MANAGEMENT                              001999  HYDROLOGY
001307  INSTITUTIONAL MANAGEMENT                          002001  PSYCHOLOGY, GENERAL
001401  LAW, GENERAL                                      002002  EXPERIMENTAL PSYCHOLOGY (ANIMAL)
001501  ENGLISH, GENERAL                                  002003  CLINICAL PSYCHOLOGY
001502  ENGLISH, LITERATURE                               002003  PSYCHOLOGY, CLINICAL
001502  LITERATURE, ENGLISH                               002004  COUNSELING, PSYCHOLOGY FOR
001503  COMPARATIVE LITERATURE                            002004  PSYCHOLOGY FOR COUNSELING
001503  LITERATURE, COMPARATIVE                           002005  PSYCHOLOGY, SOCIAL
001504  CLASSICS                                          002005  SOCIAL PSYCHOLOGY
001505  LINGUISTICS                                       002006  PSYCHOMETRICS
001505  PHILOLOGY                                         002007  STATISTICS IN PSYCHOLOGY
001505  PHONETICS                                         002008  INDUSTRIAL PSYCHOLOGY
001505  SEMANTICS                                         002008  PSYCHOLOGY, INDUSTRIAL
001506  DEBATE                                            002009  DEVELOPMENTAL PSYCHOLOGY
001506  FORENSIC SCIENCE                                  002009  PSYCHOLOGY, DEVELOPMENTAL
001506  PUBLIC ADDRESS                                    002010  PHYSIOLOGICAL PSYCHOLOGY
001506  RHETORIC                                          002010  PSYCHOLOGY, PHYSIOLOGICAL
001506  SPEECH                                            002101  COMMUNITY SERVICES, GENERAL
001507  CREATIVE WRITING                                  002102  ADMINISTRATION, PUBLIC
001507  WRITING, CREATIVE                                 002102  PUBLIC ADMINISTRATION
001508  ENGLISH AS A FOREIGN LANGUAGE                     002103  PARK MANAGEMENT
001508  TEACHING OF ENGLISH AS A FOREIGN LANGUAGE         002103  RECREATION MANAGEMENT
001509  PHILOSOPHY                                        002104  HELPING SERVICES
001510  RELIGIOUS STUDIES                                 002104  SOCIAL WORK
001601  LIBRARY SCIENCE, GENERAL                          002105  CORRECTIONS
001701  MATHEMATICS, GENERAL                              002105  LAW ENFORCEMENT
001702  MATHEMATICS, STATISTICS                           002106  INTERNATIONAL PUBLIC SERVICE
001702  STATISTICS, MATHEMATICAL AND THEORETICAL          002199  PUBLIC AFFAIRS AND SERVICES, OTHER (I.E. FIRE SCIENCE AND
001703  APPLIED MATHEMATICS                               002201  SOCIAL SCIENCES, GENERAL
001703  MATHEMATICS, APPLIED                              002202  ANTHROPOLOGY
001801  MILITARY SCIENCE                                  002203  ARCHEOLOGY
001802  NAVAL SCIENCE                                     002204  ECONOMICS
001803  AEROSPACE SCIENCE                                 002205  HISTORY
001901  PHYSICAL SCIENCES, GENERAL                        002206  GEOGRAPHY
001902  PHYSICS, GENERAL                                  002207  GOVERMENT
001903  MOLECULAR PHYSICS                                 002207  POLITICAL SCIENCE
001904  NUCLEAR PHYSICS                                   002208  SOCIOLOGY
001905  CHEMISTRY, GENERAL                                002209  CRIMINOLOGY
001906  INORGANIC CHEMISTRY                               002210  INTERNATIONAL RELATIONS
001907  ORGANIC CHEMISTRY                                 002211  AFRO AMERICAN STUDIES
001908  PHYSICAL CHEMISTRY                                002211  BLACK CULTURE STUDIES
001909  ANALYTICAL CHEMISTRY                              002212  AMERICAN INDIAN CULTURAL STUDIES
001910  PHARMACEUTICAL CHEMISTRY                          002213  MEXICAN-AMERICAN CULTURAL STUDIES
001911  ASTRONOMY                                         002214  URBAN STUDIES
001912  ASTROPHYSICS                                      002215  DEMOGRAPHY
001913  ATMOSPHERIC SCIENCES                              002301  THEOLOGICAL PROFESSION, GENERAL
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002302	RELIGIOUS MUSIC
002303	BIBLICAL LANGUAGES
002304	EDUCATION, RELIGIOUS
002304	RELIGIOUS EDUCATION
004901	GENERAL LIBERAL ARTS AND SCIENCES (INTERDISCIPLINARY)
004901	LIBERAL ARTS AND SCIENCES (INTERDISCIPLINARY)
004902	BIOLOGICAL AND PHYSICAL SCIENCES
004903	HUMANITIES AND SOCIAL SCIENCES (INTERDISCIPLINARY)
004904	ENGINEERING AND OTHER DISCIPLINES
008270	ADMINISTRATION, EDUCATIONAL
010100	AGRICULTURAL PRODUCTION
010100	FARM FOREMAN
010101	FARM LABORER
010104	FARM BUSINESS MANAGEMENT
010200	AGRICULTURAL SUPPLIES/SERVICES
010200	FARM EQUIPMENT DEALER
010201	AGRICULTURAL CHEMICALS
010299	AGRICULTURE SUPPLIER/SERVICES OTHER
010300	AGRICULTURAL MECHANICS
010304	WATER MANAGEMENT
010400	AGRICULTURAL PRODUCTS
010500	GARDENER
010500	LANDSCAPE DESIGNER
010500	ORNAMENTAL HORTICULTURE
010600	AGRICULTURAL RESOURCES
010602	PARK RANGER, FISH AND GAME WARDEN
010604	CONSERVATION OFFICER
010700	FOREST RANGER
010700	FORESTRY
010700	LOGGER
010700	LUMBERJACK
010700	TREE SURGEON
019900	AGRICULTURE, OTHER
019900	DOG GROOMING
040100	ADVERTISING AGENT
040100	ADVERTISING SERVICES
040200	APPAREL AND ACCESSORIES MARKETING/DISTRIBUTION
040200	BUYER
040200	MERCHANT
040200	MODEL (APPAREL & ACCESSORIES)
040300	AUTOMOBILE DEALER, SALESMAN
040300	AUTOMOTIVE MARKETING
040300	CAR SALESMAN
040300	CLERK
040300	DUPLICATING MACHINE OPERATOR
040300	FILE CLERK
040300	POSTING CLERK
040300	USED CAR SALESMAN
040400	CREDIT MANAGER/INVESIGATOR
040400	FINANCE AND CREDIT
040500	FLORIST, FLORAL DESIGNER
040500	FLORISTY
040600	FOOD DISTRIBUTION
040600	JOBBER
040600	WHOLESALER
040700	COOK
040700	DIETICIAN
040700	FOOD SERVICES
040700	WAITER, WAITRESS
040800	GENERAL MERCHANDISE
040800	MERCHANT
040900	BUILDING SUPPLY DEALER
040900	HARDWARE DEALER
040900	HARDWARE, BUILDING MATERIALS MARKETING/DISTRIBUTION
040900	TYPIST
041000	APPLIANCE DEALER
041000	FURNITURE DEALER
041000	HOME FURNISHINGS MARKETING/DISTRIBUTION
041100	HOTEL AND LODGING MARKETING/DISTRIBUTION
041100	MOTEL/HOTEL OPERATOR
041200	INDUSTRIAL MARKETING
041200	SALES REPRESENTATIVE
041300	CLAIMS AGENT
041300	INSURANCE ADJUSTER
041300	INSURANCE MARKETING/DISTRIBUTION
041300	INSURANCE SALESPERSON
041400	INTERNATIONAL TRADE
041500	PERSONAL SERVICES MARKETING/DISTRIBUTION
041600	OIL JOBBER
041600	PETROLEUM MARKETING/DISTRIBUTION
041600	SERVICE STATION OWNER/MANAGER/ATTENDANT
041700	APPRAISER
041700	PROPERTY MANAGER
041700	REAL ESTATE AGENT
041700	REAL ESTATE MARKETING/DISTRIBUTION
041700	REALTOR
041800	CAMP COUNSELOR
041800	PLAYGROUND WORKER
041800	RECREATION AND TOURISM
041800	TOUR GUIDE
041800	TRAVEL AGENT
041900	BUS DRIVER
041900	CAB DRIVER
041900	TRANSPORTATION MARKETING/DISTRIBUTION
042000	RETAIL TRADE, OTHER
043100	WHOLESALE TRADE, OTHER
049900	DISTRIBUTIVE EDUCATION, OTHER
070101	DENTAL ASSISTANT
070101	DENTAL ASSISTING
070102	DENTAL HYGIENE (ASSOCIATE DEGREE)
070102	DENTAL HYGIENIST
070102	ORAL HYGIENIST
070103	DENTAL LAB TECHNICIAN
070103	DENTAL LABORATORY TECHNOLOGY
070199	DENTAL, OTHER
070200	MEDICAL LABORATORY TECHNOLOGY
070201	CYTOLOGY (CYTOTECHNOLOGY)
070201	LAB TECHNICIAN
070202	HISTOLOGIST
070202	HISTOLOGY

FIELDS OF STUDY DIRECTORY

070203	MEDICAL LABORATORY ASSISTING
070204	HEMATOLGY
070204	HEMATOLIGIST
070299	MEDICAL LABORATORY TECHNOLOGY OTHER
070301	NURSING (ASSOCIATE DEGREE)
070301	PRACTICAL NURSE
070302	PRACTICAL (VOCATIONAL) NURSING
070302	PRACTICAL NURSE
070303	NURSE'S AIDE
070303	NURSING ASSISTANCE (AIDE)
070304	PSYCHIATRIC AIDE
070305	OPERATING ROOM NURSE
070305	SURGICAL TECHNICIAN
070399	NURSING, OTHER
070401	EMPLOYMENT COUNSELOR
070401	OCCUPATIONAL THERAPY
070402	PHYSICAL THERAPIST
070402	PHYSICAL THERAPY
070404	ORTHOTICS
070499	PROBATION OFFICER
070499	REHABILITATION SERVICES, OTHER
070499	VOCATIONAL REHABILITATION COUNSELOR
070501	RADIOLOGIC TECHNOLOGY (X-RAY)
070501	X-RAY TECHNICIAN
070501	X-RAY TECHNOLOGY
070502	RADIATION THERAPY
070502	RADIOLOGIST
070503	NUCLEAR ENGINEER
070503	NUCLEAR MEDICAL TECHNOLOGY
070599	RADIOLOGIC, OTHER
070600	OPHTHALMIC
070600	OPHTHALMOLOGIST
070600	OPTICIAN
070600	OPTOMETRIST
070700	ENVIRONMENTAL HEALTH
070700	ENVIRONMENTAL HEALTH SANITARIAN
070700	SANITARY ENGINEER
070700	SANITATION AND PUBLIC HEALTH
070700	SANITATION WORKER
070800	ANALYST
070800	MENTAL HEALTH TECHNOLOGY
070800	PSYCHIATRIST
070800	PSYCHOLOGIST
070901	ELECTROENCEPHALOGRAPH TECHNOLOGY
070901	ENCEPHALOGRAPHER
070902	CARDIOGRAPH OPERATOR
070902	CARDIOGRAPHER
070902	ELECTROCARDIOGRAPH TECHNOLOGY
070903	INHALATION THERAPIST
070903	INHALATION THERAPIST
070903	INHALATION THERAPY (RESPIRATION)
070903	RESPIRATION THERAPHY
070904	LAB TECHNICIAN
070904	MEDICAL ASSISTING (PHYSICIAN'S OFFICE)
070904	OFFICE NURSE
070904	RECEPTIONIST
070904	TECHNICIAN
070906	COMMUNITY HEALTH AIDE
070906	PUBLIC HEALTH EDUCATOR
070906	PUBLIC HEALTH TECHNICIAN
070907	MEDICAL EMERGENCY TECHNICIAN
070909	EMBALMER
070909	FUNERAL DIRECTOR
070909	MORTUARY SCIENCE
070999	MISCELLANEOUS HEALTH OCCUPATIONS, OTHER
079900	HEALTH OCCUPATIONS, OTHER
090101	HOMEMAKER
090200	HOME ECONOMICS INSTRUCTOR
090200	HOME ECONOMICS: OCCUPATIONAL PREPARATION
090201	CARE AND GUIDANCE OF CHILDREN
090201	DAY CARE CENTER OPERATOR
090201	GOVERNESS
090201	GUIDANCE COUNSELOR
090201	NURSE
090202	CLOTHING MANAGEMENT, PRODUCTION AND SERVICES
090202	DESIGNER (CLOTHING)
090202	SEAMSTRESS
090202	TAILOR
090203	FOOD BROKER
090203	FOOD MANAGEMENT PRODUCTION AND SERVICES
090204	CARPET INSTALLER
090204	HOME FURNISHINGS, EQUIPMENT AND SERVICES
090205	INSTITUTIONAL AND HOME MANAGEMENT AND SERVICES
090299	HOME DEMONSTRATION AGENT
090299	HOME ECONOMICS: OCCUPATIONAL, OTHER
090299	HOME ECONOMIST
140100	ACCOUNTANT
140100	ACCOUNTING AND COMPUTING OCCUPATIONS
140100	ACCOUNTING CLERK
140102	BOOKKEEPER
140103	CASHIER
140104	MACHINE OPERATIONS, BILLING, BKKP., COMPUTING
140105	BANK TELLER
140200	BUSINESS DATA PROCESSING SYSTEMS OCCUPATION
140200	COMPUTER OPERATOR
140200	KEYPUNCH OPERATOR
140200	PROGRAMMER
140200	SYSTEMS ANALYST
140200	SYSTEMS ENGINEER
140300	FILING, OFFICE MACHINES, CLERICAL OCCUPATIONS
140400	ANNOUNCER
140400	COMMENTATOR
140400	EDITOR
140400	INFORMATION COMMUNICATION OCCUPATIONS
140400	NEWSMAN/WOMAN
140400	PRESSMAN
140400	PRINTER
140400	REPORTER
140401	COMMUNICATION SYSTEMS / CLERKS AND OPERATORS
140499	METER READER

140500	MATERIALS SUPPORT OCCUPATIONS
140500	PURCHASING AGENT
140600	PERSONNEL MANAGER
140600	PERSONNEL, TRAINING, AND RELATED OCCUPATIONS
140700	SECRETARY
140700	STENO, SECRETARIAL AND RELATED OCCUPATIONS
140700	STENOGRAPHER
140700	WORD PROCESSING SUPERVISOR
140703	STENOGRAPHER
140800	ADMINISTRATIVE MANAGEMENT OCCUPATIONS
140800	ADMINISTRATIVE OFFICER, ADMINISTRATIVE ASSISTANT
140800	MANAGER
140800	PUBLIC ADMINISTRATION AND MANAGEMENT
140900	TYPING AND RELATED OCCUPATIONS
140901	CLERK / TYPIST
149900	OFFICE OCCUPATIONS, OTHER
160100	ENGINEERING - RELATED TECHNOLOGY
160101	AERONAUTICAL TECHNOLOGY
160101	AIRCRAFT DESIGNER, STRESS ANALYST, TEST ANALYST
160102	AGRICULTURAL TECHNOLOGY
160102	ANIMAL HUSBANDRY
160103	ARCHITECT
160103	ARCHITECTURAL DESIGNER
160103	ARCHITECTURAL TECHNOLOGY
160103	LANDSCAPE ARCHITECT
160104	AUTO TECHNICIAN
160104	AUTOMOTIVE TECHNOLOGY
160105	CHEMICAL TECHNOLOGY
160105	LAB TECNICIAN
160105	RESEARCH CHEMIST
160106	CIVIL TECHNOLOGY
160106	DESIGN ENGINEER
160106	FOUNDATION ENGINEER
160106	MUNICIPAL ENGINEER
160106	SANITARY ENGINEER
160106	TRAFFIC ENGINEER
160107	ELECTRICAL TECHNOLOGY
160108	ELECTRONIC TECHNOLOGY
160109	ELECTROMECHANICAL TECHNOLOGY
160110	ENVIRONMENTAL CONTROL TECHNOLOGY
160110	ENVIRONMENTAL ENGINEER
160110	ENVIRONMENTAL HEALTH TECHNOLOGIST
160111	INDUSTRIAL ENGINEER
160111	INDUSTRIAL TECHNOLOGY
160112	INSTRUMENTATION TECHNOLOGY
160113	MECHANICAL ENGINEER
160113	MECHANICAL TECHNOLOGY
160114	METALLURGICAL ENGINEER
160114	METALLURGICAL TECHNOLOGY
160115	NUCLEAR TECHNOLOGY
160116	PETROLEUM ENGINEER
160116	PETROLEUM TECHNOLOGY
160117	SCIENTIFIC DATA PROCESSING
160601	COMMERICAL PILOT TRAINING
160601	FLIGHT INSTRUCTOR
160603	FORESTRY TECHNOLOGY
160604	MARINE SCIENTIST
160604	OCEANOGRAPHER
160604	OCEANOGRAPHIC TECHNOLOGY
160605	CONSTABLE
160605	DETECTIVE
160605	FBI AGENT
160605	MARSHALL
160605	NARCOTICS AGENT
160605	POLICE OFFICER
160605	POLICE SCIENCE TECHNOLOGY
160605	SECRET SERVICE
160605	SHERIFF
160605	STATE TROOPER
160605	TREASURY AGENT
160606	TEACHER'S AIDE
160606	TEACHERS ASSISTANT
160607	INTERIOR DECORATOR
160608	LIBRARY AIDE
160608	LIBRARY ASSISTANT
160620	FIRE AND FIRE SAFETY TECHNOLOGY
160620	FIREFIGHTER
160620	PUBLIC SAFETY OFFICER
160699	MISCELLANEOUS TECHNICAL EDUCATION, OTHER
169901	AIR POLLUTION TECHNOLOGY
169902	SANITARY ENGINEER
169902	WASTE TREATMENT PLANT OPERATOR
169902	WATER AND WASTE WATER TECHNOLOGY
170100	AIR CONDITIONING INSTALLATION AND REPAIR
170199	AIR CONDITIONING - REFRIGERATION REPAIR
170200	APPLIANCE REPAIR
170200	RADIO REPAIRMAN
170200	TELEVISION REPAIRMAN
170301	AUTO REPAIRMAN
170301	BODY AND FENDER REPAIR
170302	AUTO MECHANIC
170303	AUTO SPECIALIZATION REPAIR
170303	BODY AND FENDER SPECIALIST
170399	AUTOMOTIVE SERVICES, OTHER
170399	PARTS DEALER
170400	AVIATION OCCUPATIONS
170401	AIRCRAFT MAINTENANCE
170401	AIRCRAFT MECHANIC
170402	AIR TRAFFIC CONTROLLER
170402	AIRCRAFT OPERATIONS
170402	AIRLINE PILOT
170402	PILOT
170403	AIRCRAFT MECHANIC
170403	GROUND OPERATIONS (AIRCRAFT)
170499	AVIATION OCCUPATIONS OTHER
170500	BLUEPRINT READING
170600	BUSINESS MACHINE MAINTENANCE
170600	SERVICEMAN
170700	COMMERICAL ART OCCUPATIONS
170700	GRAPHICS DESIGNER

FIELDS OF STUDY DIRECTORY

170700	ILLUSTRATOR
170700	LAY-OUT ARTIST
170701	INTERIOR DECORATOR
170703	FASHION DESIGN (VOC)
170800	COMMERICAL FISHERY OCCUPATIONS
170800	FISHERMAN
170800	HATCHERY OPERATOR
170900	COMMERICAL PHOTOGRAPHY OCCUPATIONS
170900	PHOTOGRAPHER
171001	CABINETMAKER
171001	CARPENTER
171001	CARPENTER'S HELPER
171001	CARPENTRY, CONSTRUCTION
171002	ELECTRICITY, CONSTRUCTION
171003	HEAVY EQUIPMENT MAINTENANCE OPERATIONS
171003	HEAVY EQUIPMENT MECHANIC
171004	BRICKLAYER
171004	CONCRETE FINISHER
171004	MASON
171004	MASONRY
171005	PAINTER
171005	PAINTING AND DECORATING
171005	PAPERHANGER
171006	PLASTERER
171006	PLASTERING
171007	PIPEFITTER
171007	PLUMBER
171007	PLUMBING AND PIPEFITTING
171008	DRYWALL INSTALLATION
171008	SHEETROCK INSTALLER
171009	GLAZING
171010	ROOFER
171010	ROOFING
171099	CONSTRUCTION AND MAINTENANCE TRADE, OTHER
171100	CORRECTIONAL OFFICER
171100	CUSTODIAL SERVICES
171100	GUARD
171100	JAILER
171100	PAROLE OFFICER
171100	WARDEN
171200	DIESEL MECHANIC
171300	CARTOGRAPHER
171300	DRAFTING OCCUPATIONS
171300	DRAFTSMAN/WOMAN
171400	ELECTRICAL ENGINEER
171400	ELECTRICAL OCCUPATIONS
171400	ELECTRICIAN
171401	INDUSTRIAL ELECTRICIAN
171402	LINEMAN
171403	ELECTRIC MOTOR REPAIR
171501	COMMUNICATION ASSEMBLY REPAIR, INSTALLATION, ETC.
171502	INDUSTRIAL ELECTRONICS
171503	RADIO AND TELEVISION REPAIR
171599	ELECTRONIC ENGINEER
171599	ELECTRONICS OCCUPATIONS, EXCEPT RADIO AND TV REPAIR
171599	TRANSMISSION SUPERVISOR (ELECTRICAL)
171600	DRY CLEANER
171600	FABRIC MAINTENANCE SERVICES
171600	LAUNDRY OPERATOR OR WORKER
171700	FOREMAN, SUPERVISOR AND MANAGEMENT DEVELOPMENT
171900	DRAFTSMAN/WOMAN
171900	ENGINEERING GRAPHICS
171900	GRAPHIC ARTIST
171900	GRAPHIC ARTS OCCUPATIONS
171902	PRINTER / PRESSMAN
172000	INDUSTRIAL ATOMIC ENGERY OCCUPATIONS
172000	NUCLEAR ENGINEER
172100	INSTRUMENT MAINTENANCE AND REPAIR OCCUPATIONS
172100	PIANO TUNER
172200	MARITIME OCCUPATIONS
172200	MERCHANT MARINE
172200	SAILOR
172200	SEAMAN
172200	SHIP CAPTAIN/OFFICER
172302	MACHINE SHOP OCCUPATIONS
172302	MACHINIST
172302	TOOL AND DIE MAKER
172303	MACHINE TOOL OPERATIONS
172306	WELDER
172306	WELDING AND CUTTING
172307	TOOL AND DIE MAKING
172399	METAL WORKER
172399	METALWORKING, ALL OTHER
172399	SMELTER WORKER
172400	METALLURGY OCCUPATIONS
172601	BARBERING
172602	BEAUTICIAN
172602	COSMETIC ARTIST
172602	COSMETOLOGY
172602	HAIR STYLIST
172699	BABY SITTER
172699	MASSEUR
172699	PERSONAL SERVICES, OTHER
172699	SHOE REPAIRMAN
172700	MOLDER
172700	PLASTICS OCCUPATIONS
172801	FIREMAN TRAINING
172802	LAW ENFORCEMENT TRAINING
172899	BUILDING INSPECTOR
172899	INSPECTOR
172899	PUBLIC SERVICE OCCUPATIONS, OTHER (INSPECTOR)
172900	BARTENDING
172900	COOK
172900	QUANTITY FOOD OCCUPATIONS
172903	MEAT CUTTER
173000	REFRIGERATION
173100	SMALL ENGINE REPAIR, INTERNAL COMBUSTION
173200	COOLING TOWER OPERATOR
173200	GENERATOR OPERATOR
173200	POWER PLANT OPERATOR

FIELDS OF STUDY DIRECTORY

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173200  STATIONARY ENERGY SOURCES OCCUPATIONS
173200  STATIONARY ENGINEER
173300  KNITTER
173300  LOOPER
173300  SPINNER
173300  TEXTILE PRODUCTION AND FABRICATION
173300  WINDER
173400  LEATHERWORKING
173400  TANNER
173500  UPHOLSTERER
173500  UPHOLSTERING
173600  WOODWORKING OCCUPATIONS
179900  TRADE AND INDUSTRIAL OCCUPATIONS, OTHER
179900  TRUCK DRIVING
999111  DRIVER'S LICENSE
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Appendix C.3

List of Fields of Study Codes in Alphabetical Order

FIELDS OF STUDY DIRECTORY

140100	ACCOUNTANT
000502	ACCOUNTING
140100	ACCOUNTING AND COMPUTING OCCUPATIONS
140100	ACCOUNTING CLERK
000506	ADMINISTRATION, BUSINESS
008270	ADMINISTRATION, EDUCATIONAL
002102	ADMINISTRATION, PUBLIC
000809	ADMINISTRATION, SPECIAL EDUCATION
140800	ADMINISTRATIVE MANAGEMENT OCCUPATIONS
140800	ADMINISTRATIVE OFFICER, ADMINISTRATIVE ASSISTANT
000807	ADULT EDUCATION
000604	ADVERTISING
040100	ADVERTISING AGENT
040100	ADVERTISING SERVICES
000902	AERONAUTICAL ENGINEERING
160101	AERONAUTICAL TECHNOLOGY
000902	AEROSPACE ENGINEERING
001803	AEROSPACE SCIENCE
001116	AFRICAN LANGUAGES (NON SEMITIC)
000305	AFRICAN STUDIES
002211	AFRO AMERICAN STUDIES
000112	AGRICULTURAL BUSINESS
010201	AGRICULTURAL CHEMICALS
000111	AGRICULTURAL ECONOMICS
000903	AGRICULTURAL ENGINEERING
000110	AGRICULTURAL MANAGEMENT
010300	AGRICULTURAL MECHANICS
010100	AGRICULTURAL PRODUCTION
010400	AGRICULTURAL PRODUCTS
010600	AGRICULTURAL RESOURCES
010200	AGRICULTURAL SUPPLIES/SERVICES
160102	AGRICULTURAL TECHNOLOGY
010299	AGRICULTURE SUPPLIER/SERVICES OTHER
000116	AGRICULTURE TECHNOLOGIES
000101	AGRICULTURE, GENERAL
019900	AGRICULTURE, OTHER
000102	AGRONOMY
170199	AIR CONDITIONING - REFRIGERATION REPAIR
170100	AIR CONDITIONING INSTALLATION AND REPAIR
169901	AIR POLLUTION TECHNOLOGY
170402	AIR TRAFFIC CONTROLLER
160101	AIRCRAFT DESIGNER, STRESS ANALYST, TEST ANALYST
170401	AIRCRAFT MAINTENANCE
170401	AIRCRAFT MECHANIC
170403	AIRCRAFT MECHANIC
170402	AIRCRAFT OPERATIONS
170402	AIRLINE PILOT
002212	AMERICAN INDIAN CULTURAL STUDIES
000313	AMERICAN STUDIES
070800	ANALYST
001909	ANALYTICAL CHEMISTRY
000412	ANATOMY
000104	ANIMAL HUSBANDRY
160102	ANIMAL HUSBANDRY
000104	ANIMAL SCIENCE
140400	ANNOUNCER
002202	ANTHROPOLOGY
040200	APPAREL AND ACCESSORIES MARKETING/DISTRIBUTION
041000	APPLIANCE DEALER
170200	APPLIANCE REPAIR
001009	APPLIED DESIGN
001703	APPLIED MATHEMATICS
041700	APPRAISER
001112	ARABIC
002203	ARCHEOLOGY
160103	ARCHITECT
160103	ARCHITECTURAL DESIGNER
000904	ARCHITECTURAL ENGINEERING
160103	ARCHITECTURAL TECHNOLOGY
000202	ARCHITECTURE
000923	ARCHITECTURE, NAVAL
001002	ART
001003	ART APPRECIATION
000831	ART EDUCATION
001003	ART HISTORY
001009	ART, COMMERCIAL
000301	ASIAN STUDIES, GENERAL
000902	ASTRONAUTICAL ENGINEERING
001911	ASTRONOMY
001912	ASTROPHYSICS
001913	ATMOSPHERIC SCIENCES
001220	AUDIOLOGY
170302	AUTO MECHANIC
170301	AUTO REPAIRMAN
170303	AUTO SPECIALIZATION REPAIR
160104	AUTO TECHNICIAN
040300	AUTOMOBILE DEALER, SALESMAN
040300	AUTOMOTIVE MARKETING
170399	AUTOMOTIVE SERVICES, OTHER
160104	AUTOMOTIVE TECHNOLOGY
170400	AVIATION OCCUPATIONS
170499	AVIATION OCCUPATIONS OTHER
172699	BABY SITTER
000403	BACTERIOLOGY
140105	BANK TELLER
000504	BANKING
172601	BARBERING
172900	BARTENDING
172602	BEAUTICIAN
002303	BIBLICAL LANGUAGES
000414	BIOCHEMISTRY
000905	BIOENGINEERING
004902	BIOLOGICAL AND PHYSICAL SCIENCES
000417	BIOLOGY, CELLUAR
000401	BIOLOGY, GENERAL
000418	BIOLOGY, MARINE
000416	BIOLOGY, MOLECULAR
001217	BIOMEDICAL COMMUNICATION
000905	BIOMEDICAL ENGINEERING
000419	BIOMETRICS

FIELDS OF STUDY DIRECTORY

000415	BIOPHYSICS
000419	BIOSTATISTICS
002211	BLACK CULTURE STUDIES
170500	BLUEPRINT READING
170301	BODY AND FENDER REPAIR
170303	BODY AND FENDER SPECIALIST
140102	BOOKKEEPER
000402	BOTANY, GENERAL
171004	BRICKLAYER
172899	BUILDING INSPECTOR
040900	BUILDING SUPPLY DEALER
041900	BUS DRIVER
000506	BUSINESS ADMINISTRATION
140200	BUSINESS DATA PROCESSING SYSTEMS OCCUPATION
000517	BUSINESS ECONOMICS
000838	BUSINESS EDUCATION
170600	BUSINESS MACHINE MAINTENANCE
000506	BUSINESS MANAGEMENT
000503	BUSINESS STATISTICS
000112	BUSINESS, AGRICULTURAL
000501	BUSINESS, GENERAL
000513	BUSINESS, INTERNATIONAL
040200	BUYER
041900	CAB DRIVER
171001	CABINETMAKER
001307	CAFETERIA MANAGEMENT
041800	CAMP COUNSELOR
040300	CAR SALESMAN
070902	CARDIOGRAPH OPERATOR
070902	CARDIOGRAPHER
090201	CARE AND GUIDANCE OF CHILDREN
171001	CARPENTER
171001	CARPENTER'S HELPER
171001	CARPENTRY, CONSTRUCTION
090204	CARPET INSTALLER
171300	CARTOGRAPHER
140103	CASHIER
001199	CATALAN
000417	CELL BIOLOGY
000417	CELL PHYSIOLOGY
000916	CERAMIC ENGINEERING
001009	CERAMICS
000906	CHEMICAL ENGINEERING
160105	CHEMICAL TECHNOLOGY
001905	CHEMISTRY, GENERAL
001305	CHILD DEVELOPMENT
001107	CHINESE
001221	CHIROPRACTIC
001010	CINEMATOGRAPHY
000206	CITY PLANNING
000908	CIVIL ENGINEERING
160106	CIVIL TECHNOLOGY
041300	CLAIMS AGENT
001504	CLASSICS
040300	CLERK
140901	CLERK / TYPIST
002003	CLINICAL PSYCHOLOGY
001222	CLINICAL SOCIAL WORK
001303	CLOTHING
090202	CLOTHING MANAGEMENT, PRODUCTION AND SERVICES
140400	COMMENTATOR
000838	COMMERCE EDUCATION
000501	COMMERCE, GENERAL
001009	COMMERCIAL ART
170700	COMMERICAL ART OCCUPATIONS
170800	COMMERICAL FISHERY OCCUPATIONS
170900	COMMERICAL PHOTOGRAPHY OCCUPATIONS
160601	COMMERICAL PILOT TRAINING
171501	COMMUNICATION ASSEMBLY REPAIR, INSTALLATION, ETC.
000909	COMMUNICATION ENGINEERING
000605	COMMUNICATION MEDIA
140401	COMMUNICATION SYSTEMS / CLERKS AND OPERATORS
000601	COMMUNICATION, GENERAL
000806	COMMUNITY COLLEGE EDUCATION
070906	COMMUNITY HEALTH AIDE
000206	COMMUNITY PLANNING
002101	COMMUNITY SERVICES, GENERAL
001503	COMPARATIVE LITERATURE
000799	COMPUTER AND INFORMATION SCIENCES OTHER
140200	COMPUTER OPERATOR
000704	COMPUTER PROGRAMMING
000701	COMPUTER SCIENCES, GENERAL
171004	CONCRETE FINISHER
010604	CONSERVATION OFFICER
160605	CONSTABLE
171099	CONSTRUCTION AND MAINTENANCE TRADE, OTHER
000908	CONSTRUCTION ENGINEERING
001304	CONSUMER ECONOMICS
000807	CONTINUING EDUCATION
172900	COOK
040700	COOK
173200	COOLING TOWER OPERATOR
171100	CORRECTIONAL OFFICER
002105	CORRECTIONS
172602	COSMETIC ARTIST
172602	COSMETOLOGY
000826	COUNSELING, EDUCATIONAL
002004	COUNSELING, PSYCHOLOGY FOR
001507	CREATIVE WRITING
040400	CREDIT MANAGER/INVESIGATOR
002209	CRIMINOLOGY
000102	CROP MANAGEMENT
000829	CURRICULUM
171100	CUSTODIAL SERVICES
000417	CYTOLOGY
070201	CYTOLOGY (CYTOTECHNOLOGY)
000105	DAIRY SCIENCES
001008	DANCE
001114	DANISH
000703	DATA PROCESSING

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090201  DAY CARE CENTER OPERATOR
001506  DEBATE
002215  DEMOGRAPHY
070101  DENTAL ASSISTANT
070101  DENTAL ASSISTING
001213  DENTAL HYGIENE
070102  DENTAL HYGIENE (ASSOCIATE DEGREE)
070102  DENTAL HYGIENIST
070103  DENTAL LAB TECHNICIAN
070103  DENTAL LABORATORY TECHNOLOGY
001205  DENTAL SPECIALTIES
001224  DENTAL TECHNOLOGIES
070199  DENTAL, OTHER
001204  DENTISTRY, D.D.S. OR D.M.D. DEGREE
160106  DESIGN ENGINEER
090202  DESIGNER (CLOTHING)
160605  DETECTIVE
002009  DEVELOPMENTAL PSYCHOLOGY
171200  DIESEL MECHANIC
001306  DIETETICS
040700  DIETICIAN
000838  DISTRIBUTIVE EDUCATION
049900  DISTRIBUTIVE EDUCATION, OTHER
019900  DOG GROOMING
171300  DRAFTING OCCUPATIONS
171300  DRAFTSMAN/WOMAN
171900  DRAFTSMAN/WOMAN
001007  DRAMATIC ARTS
001002  DRAWING
000836  DRIVER EDUCATION
999111  DRIVER'S LICENSE
171600  DRY CLEANER
171008  DRYWALL INSTALLATION
040300  DUPLICATING MACHINE OPERATOR
001917  EARTH SCIENCES, GENERAL
000302  EAST ASIAN STUDIES
000311  EASTERN EUROPEAN STUDIES
000420  ECOLOGY
002204  ECONOMICS
000111  ECONOMICS, AGRICULTURAL
000517  ECONOMICS, BUSINESS
140400  EDITOR
000810  EDUCATION OF MENTALLY RETARDED
000813  EDUCATION OF THE CULTURALLY DISADVANTAGED
000812  EDUCATION OF THE DEAF
000816  EDUCATION OF THE EMOTIONALLY DISTURBED
000811  EDUCATION OF THE GIFTED
000820  EDUCATION OF THE MULTIPLE HANDICAPPED
000819  EDUCATION OF THE PHYSICALLY HANDICAPPED
000814  EDUCATION OF THE VISUALLY HANDICAPPED
000801  EDUCATION, GENERAL
000899  EDUCATION, OTHER SPECIFY (I.E. BILINGUAL TEACHER)
002304  EDUCATION, RELIGIOUS
000827  EDUCATIONAL ADMINISTRATION
000825  EDUCATIONAL EVALUATION
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000825	EDUCATIONAL MEASUREMENT
000822	EDUCATIONAL PSYCHOLOGY
000824	EDUCATIONAL RESEARCH
000824	EDUCATIONAL STATISTICS
000828	EDUCATIONAL SUPERVISION
000825	EDUCATIONAL TESTING
171403	ELECTRIC MOTOR REPAIR
171400	ELECTRICAL ENGINEER
000909	ELECTRICAL ENGINEERING
171400	ELECTRICAL OCCUPATIONS
160107	ELECTRICAL TECHNOLOGY
171400	ELECTRICIAN
171002	ELECTRICITY, CONSTRUCTION
070902	ELECTROCARDIOGRAPH TECHNOLOGY
070901	ELECTROENCEPHALOGRAPH TECHNOLOGY
160109	ELECTROMECHANICAL TECHNOLOGY
171599	ELECTRONIC ENGINEER
160108	ELECTRONIC TECHNOLOGY
000909	ELECTRONICS ENGINEERING
171599	ELECTRONICS OCCUPATIONS, EXCEPT RADIO AND TV REPAIR
000802	ELEMENTARY EDUCATION, GENERAL
070909	EMBALMER
000427	EMBRYOLOGY
070401	EMPLOYMENT COUNSELOR
070901	ENCEPHALOGRAPHER
160100	ENGINEERING - RELATED TECHNOLOGY
004904	ENGINEERING AND OTHER DISCIPLINES
171900	ENGINEERING GRAPHICS
000921	ENGINEERING MECHANICS
000919	ENGINEERING PHYSICS
000925	ENGINEERING TECHNOLOGIES
000901	ENGINEERING, GENERAL
000999	ENGINEERING, OTHER SPECIFY
001508	ENGLISH AS A FOREIGN LANGUAGE
001501	ENGLISH, GENERAL
001502	ENGLISH, LITERATURE
000421	ENTOMOLOGY
160110	ENVIRONMENTAL CONTROL TECHNOLOGY
000201	ENVIRONMENTAL DESIGN, GENERAL
160110	ENVIRONMENTAL ENGINEER
000922	ENVIRONMENTAL ENGINEERING
070700	ENVIRONMENTAL HEALTH
070700	ENVIRONMENTAL HEALTH SANITARIAN
160110	ENVIRONMENTAL HEALTH TECHNOLOGIST
000310	EUROPEAN STUDIES, GENERAL
002002	EXPERIMENTAL PSYCHOLOGY (ANIMAL)
171600	FABRIC MAINTENANCE SERVICES
000837	FAMILY LIFE EDUCATION
001305	FAMILY RELATIONS
010104	FARM BUSINESS MANAGEMENT
010200	FARM EQUIPMENT DEALER
010100	FARM FOREMAN
010101	FARM LABORER
000110	FARM MANAGEMENTS
001009	FASHION DESIGN

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170703  FASHION DESIGN (VOC)                                    1
160605  FBI AGENT                                               1
000102  FIELD CROPS                                             1
040300  FILE CLERK                                              0
140300  FILING, OFFICE MACHINES, CLERICAL OCCUPATIONS           1
000504  FINANCE                                                 1
040400  FINANCE AND CREDIT                                      0
001099  FINE AND APPLIED ARTS, OTHER SPECIFY                    0
001001  FINE ARTS, GENERAL                                      1
001199  FINNISH                                                 0
160620  FIRE AND FIRE SAFETY TECHNOLOGY                         0
160620  FIREFIGHTER                                             1
172801  FIREMAN TRAINING                                        0
000107  FISH MANAGEMENT                                         0
170800  FISHERMAN                                               0
160601  FLIGHT INSTRUCTOR                                       0
000109  FLORICULTURE                                            1
040500  FLORIST, FLORAL DESIGNER                                1
040500  FLORISTY                                                0
090203  FOOD BROKER                                             0
040600  FOOD DISTRIBUTION                                       0
090203  FOOD MANAGEMENT PRODUCTION AND SERVICES                 0
000113  FOOD SCIENCE                                            0
040700  FOOD SERVICES                                           0
000113  FOOD TECHNOLOGY                                         0
001306  FOODS AND NUTRITION                                     0
001101  FOREIGN LANGUAGES, GENERAL                              0
171700  FOREMAN, SUPERVISOR AND MANAGEMENT DEVELOPMENT          0
001506  FORENSIC SCIENCE                                        0
010700  FOREST RANGER                                           0
010700  FORESTRY                                                0
000114  FORESTRY                                                0
000116  FORESTRY TECHNOLOGY                                     0
160603  FORESTRY TECHNOLOGY                                     0
160106  FOUNDATION ENGINEER                                     0
001102  FRENCH                                                  0
000108  FRUIT PRODUCTION                                        0
070909  FUNERAL DIRECTOR                                        0
041000  FURNITURE DEALER                                        0
000107  GAME MANAGEMENT                                         0
010500  GARDENER                                                0
004901  GENERAL LIBERAL ARTS AND SCIENCES (INTERDISCIPLINARY)   0
040800  GENERAL MERCHANDISE                                     0
173200  GENERATOR OPERATOR                                      0
000422  GENETICS                                                0
001915  GEOCHEMISTRY                                            0
002206  GEOGRAPHY                                               0
000911  GEOLOGICAL ENGINEERING                                  0
001914  GEOLOGY                                                 0
000912  GEOPHYSICAL ENGINEERING                                 1
001916  GEOPHYSICS                                              0
001103  GERMAN                                                  0
171009  GLAZING                                                 0
002207  GOVERMENT                                               1
090201  GOVERNESS                                               1
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71900	GRAPHIC ARTIST
71900	GRAPHIC ARTS OCCUPATIONS
70700	GRAPHICS DESIGNER
01110	GREEK, CLASSICAL
70403	GROUND OPERATIONS (AIRCRAFT)
71100	GUARD
90201	GUIDANCE COUNSELOR
00826	GUIDANCE, EDUCATION
72602	HAIR STYLIST
40900	HARDWARE DEALER
40900	HARDWARE, BUILDING MATERIALS MARKETING/DISTRIBUTION
70800	HATCHERY OPERATOR
01202	HEALTH CARE ADMINISTRATION
00837	HEALTH EDUCATION
79900	HEALTH OCCUPATIONS, OTHER
01201	HEALTH PROFESSIONS, GENERAL
71003	HEAVY EQUIPMENT MAINTENANCE OPERATIONS
71003	HEAVY EQUIPMENT MECHANIC
01111	HEBREW
02104	HELPING SERVICES
70204	HEMATOLGY
70204	HEMATOLIGIST
00805	HIGHER EDUCATION, GENERAL
70202	HISTOLOGIST
70202	HISTOLOGY
00413	HISTOLOGY
02205	HISTORY
00821	HISTORY OF EDUCATION
01302	HOME DECORATION
90299	HOME DEMONSTRATION AGENT
90200	HOME ECONOMICS INSTRUCTOR
01301	HOME ECONOMICS, GENERAL
90200	HOME ECONOMICS: OCCUPATIONAL PREPARATION
90299	HOME ECONOMICS: OCCUPATIONAL, OTHER
90299	HOME ECONOMIST
01302	HOME EQUIPMENT
41000	HOME FURNISHINGS MARKETING/DISTRIBUTION
90204	HOME FURNISHINGS, EQUIPMENT AND SERVICES
01304	HOME MANAGEMENT
90101	HOMEMAKER
00108	HORITICULTURE
01202	HOSPITAL ADMINISTRATION
41100	HOTEL AND LODGING MARKETING/DISTRIBUTION
00508	HOTEL MANAGEMENT
04903	HUMANITIES AND SOCIAL SCIENCES (INTERDISCIPLINARY)
00104	HUSBANDRY, ANIMAL
00105	HUSBANDRY, DAIRY
01999	HYDROLOGY
00499	ICHTHYOLOGY
70700	ILLUSTRATOR
00303	INDIA STUDIES
01113	INDIAN (ASIATIC)
00839	INDUSTRIAL ARTS EDUCATION
72000	INDUSTRIAL ATOMIC ENGERY OCCUPATIONS
71401	INDUSTRIAL ELECTRICIAN

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171502  INDUSTRIAL ELECTRONICS
160111  INDUSTRIAL ENGINEER
000913  INDUSTRIAL ENGINEERING
041200  INDUSTRIAL MARKETING
002008  INDUSTRIAL PSYCHOLOGY
000516  INDUSTRIAL RELATIONS
160111  INDUSTRIAL TECHNOLOGY
140400  INFORMATION COMMUNICATION OCCUPATIONS
000702  INFORMATION SCIENCES
000701  INFORMATION SCIENCES, GENERAL
000702  INFORMATION SYSTEMS
070903  INHALATION THERAPIST
070903  INHALATION THERAPIST
070903  INHALATION THERAPY (RESPIRATION)
001906  INORGANIC CHEMISTRY
172899  INSPECTOR
090205  INSTITUTIONAL AND HOME MANAGEMENT AND SERVICES
001307  INSTITUTIONAL MANAGEMENT
000829  INSTRUCTION
172100  INSTRUMENT MAINTENANCE AND REPAIR OCCUPATIONS
160112  INSTRUMENTATION TECHNOLOGY
000512  INSURANCE
041300  INSURANCE ADJUSTER
041300  INSURANCE MARKETING/DISTRIBUTION
041300  INSURANCE SALESPERSON
001009  INTERIOR DECORATION
170701  INTERIOR DECORATOR
160607  INTERIOR DECORATOR
000203  INTERIOR DESIGN
000513  INTERNATIONAL BUSINESS
002106  INTERNATIONAL PUBLIC SERVICE
002210  INTERNATIONAL RELATIONS
041400  INTERNATIONAL TRADE
000505  INVESTMENTS
000306  ISLAMIC STUDIES
001104  ITALIAN
171100  JAILER
001108  JAPANESE
001009  JEWELRY
040600  JOBBER
000602  JOURNALISM
000806  JUNIOR COLLEGE EDUCATION
000804  JUNIOR HIGH SCHOOL EDUCATION
140200  KEYPUNCH OPERATOR
000823  KINDERGARTEN EDUCATION
173300  KNITTER
001199  KOREAN
070904  LAB TECHNICIAN
070201  LAB TECHNICIAN
160105  LAB TECNICIAN
000516  LABOR RELATIONS
160103  LANDSCAPE ARCHITECT
000204  LANDSCAPE ARCHITECTURE
010500  LANDSCAPE DESIGNER
001109  LATIN
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UDY DIRECTORY

000308	LATIN AMERICAN STUDIES
171600	LAUNDRY OPERATOR OR WORKER
002105	LAW ENFORCEMENT
172802	LAW ENFORCEMENT TRAINING
001401	LAW, GENERAL
170700	LAY-OUT ARTIST
000822	LEARNING THEORY
173400	LEATHERWORKING
004901	LIBERAL ARTS AND SCIENCES (INTERDISCIPLINARY)
160608	LIBRARY AIDE
160608	LIBRARY ASSISTANT
001601	LIBRARY SCIENCE, GENERAL
000499	LIMNOLOGY
171402	LINEMAN
001505	LINGUISTICS
001503	LITERATURE, COMPARATIVE
001502	LITERATURE, ENGLISH
010700	LOGGER
173300	LOOPER
010700	LUMBERJACK
140104	MACHINE OPERATIONS, BILLING, BKKP., COMPUTING
172302	MACHINE SHOP OCCUPATIONS
172303	MACHINE TOOL OPERATIONS
172302	MACHINIST
000506	MANAGEMENT, BUSINESS
000913	MANAGEMENT, ENGINEERING
140800	MANAGER
000418	MARINE BIOLOGY
000923	MARINE ENGINEERING
160604	MARINE SCIENTIST
172200	MARITIME OCCUPATIONS
000509	MARKETING
160605	MARSHALL
171004	MASON
171004	MASONRY
172699	MASSEUR
000915	MATERIALS ENGINEERING
140500	MATERIALS SUPPORT OCCUPATIONS
001703	MATHEMATICS, APPLIED
000833	MATHEMATICS, EDUCATION
001701	MATHEMATICS, GENERAL
001702	MATHEMATICS, STATISTICS
172903	MEAT CUTTER
160113	MECHANICAL ENGINEER
000910	MECHANICAL ENGINEERING
160113	MECHANICAL TECHNOLOGY
070904	MEDICAL ASSISTING (PHYSICIAN'S OFFICE)
070907	MEDICAL EMERGENCY TECHNICIAN
001299	MEDICAL ILLUSTRATION
070203	MEDICAL LABORATORY ASSISTING
001223	MEDICAL LABORATORY TECHNOLOGIES
070200	MEDICAL LABORATORY TECHNOLOGY
070299	MEDICAL LABORATORY TECHNOLOGY OTHER
001215	MEDICAL RECORD LIBRARIANSHIP
001207	MEDICAL SPECIALTIES

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001206  MEDICINE, M.D. DEGREE
070800  MENTAL HEALTH TECHNOLOGY
040800  MERCHANT
040200  MERCHANT
172200  MERCHANT MARINE
172399  METAL WORKER
160114  METALLURGICAL ENGINEER
000914  METALLURGICAL ENGINEERING
160114  METALLURGICAL TECHNOLOGY
001920  METALLURGY
172400  METALLURGY OCCUPATIONS
001009  METALSMITHING
172399  METALWORKING, ALL OTHER
001913  METEOROLOGY
140499  METER READER
002213  MEXICAN-AMERICAN CULTURAL STUDIES
000411  MICROBIOLOGY
000309  MIDDLE EASTERN STUDIES
001801  MILITARY SCIENCE
000918  MINERAL ENGINEERING
000918  MINING ENGINEERING
070999  MISCELLANEOUS HEALTH OCCUPATIONS, OTHER
160699  MISCELLANEOUS TECHNICAL EDUCATION, OTHER
040200  MODEL (APPAREL & ACCESSORIES)
172700  MOLDER
000416  MOLECULAR BIOLOGY
001903  MOLECULAR PHYSICS
070909  MORTUARY SCIENCE
041100  MOTEL/HOTEL OPERATOR
160106  MUNICIPAL ENGINEER
001005  MUSIC (LIBERAL ARTS PROGRAM)
001006  MUSIC APPRECIATION
001004  MUSIC COMPOSITION
000832  MUSIC EDUCATION
001006  MUSIC HISTORY
001004  MUSIC, PERFORMING
001004  MUSIC, THEORY
001006  MUSICOLOGY
160605  NARCOTICS AGENT
000199  NATURAL RESOURCES
000115  NATURAL RESOURCES MANAGEMENT
000923  NAVAL ARCHITECTURE
001802  NAVAL SCIENCE
000425  NEUROSCIENCES
140400  NEWSMAN/WOMAN
001114  NORWEGIAN
070503  NUCLEAR ENGINEER
172000  NUCLEAR ENGINEER
000920  NUCLEAR ENGINEERING
070503  NUCLEAR MEDICAL TECHNOLOGY
001904  NUCLEAR PHYSICS
160115  NUCLEAR TECHNOLOGY
090201  NURSE
070303  NURSE'S AIDE
000109  NURSERY SCIENCE
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070301	NURSING (ASSOCIATE DEGREE)
001203	NURSING (BACCALAUREATE AND HIGHER PROGRAMS)
070303	NURSING ASSISTANCE (AIDE)
070399	NURSING, OTHER
000424	NUTRITION, SCIENTIFIC
070401	OCCUPATIONAL THERAPY
001208	OCCUPATIONAL THERAPY
000924	OCEAN ENGINEERING
160604	OCEANOGRAPHER
160604	OCEANOGRAPHIC TECHNOLOGY
001919	OCEANOGRAPHY
070904	OFFICE NURSE
149900	OFFICE OCCUPATIONS, OTHER
041600	OIL JOBBER
070305	OPERATING ROOM NURSE
000507	OPERATIONS RESEARCH
070600	OPHTHALMIC
070600	OPHTHALMOLOGIST
070600	OPTICIAN
070600	OPTOMETRIST
001209	OPTOMETRY
070102	ORAL HYGIENIST
001907	ORGANIC CHEMISTRY
010500	ORNAMENTAL HORTICULTURE
000109	ORNAMENTAL HORTICULTURE
000499	ORNITHOLOGY
070404	ORTHOTICS
001210	OSTEOPATHIC MEDICINE, D.O. DEGREE
000314	PACIFIC AREA STUDIES
171005	PAINTER
001002	PAINTING
171005	PAINTING AND DECORATING
001918	PALEONTOLOGY
171005	PAPERHANGER
000499	PARASITOLOGY
002103	PARK MANAGEMENT
010602	PARK RANGER, FISH AND GAME WARDEN
171100	PAROLE OFFICER
170399	PARTS DEALER
000408	PATHOLOGY, ANIMAL
000408	PATHOLOGY, HUMAN
000404	PATHOLOGY, PLANT
041500	PERSONAL SERVICES MARKETING/DISTRIBUTION
172699	PERSONAL SERVICES, OTHER
000515	PERSONNEL MANAGEMENT
140600	PERSONNEL MANAGER
140600	PERSONNEL, TRAINING, AND RELATED OCCUPATIONS
160116	PETROLEUM ENGINEER
000907	PETROLEUM ENGINEERING
041600	PETROLEUM MARKETING/DISTRIBUTION
000906	PETROLEUM REFINING
160116	PETROLEUM TECHNOLOGY
001910	PHARMACEUTICAL CHEMISTRY
000409	PHARMACOLOGY, ANIMAL
000409	PHARMACOLOGY, HUMAN

FIELDS OF STUDY DIRECTORY

000405	PHARMACOLOGY, PLANT
001211	PHARMACY
001505	PHILOLOGY
001509	PHILOSOPHY
000821	PHILOSOPHY OF EDUCATION
001505	PHONETICS
170900	PHOTOGRAPHER
001011	PHOTOGRAPHY
001908	PHYSICAL CHEMISTRY
000835	PHYSICAL EDUCATION
001901	PHYSICAL SCIENCES, GENERAL
070402	PHYSICAL THERAPIST
070402	PHYSICAL THERAPY
001212	PHYSICAL THERAPY
001902	PHYSICS, GENERAL
002010	PHYSIOLOGICAL PSYCHOLOGY
000410	PHYSIOLOGY, ANIMAL
000410	PHYSIOLOGY, HUMAN
000406	PHYSIOLOGY, PLANT
172100	PIANO TUNER
170402	PILOT
171007	PIPEFITTER
000404	PLANT PATHOLOGY
000405	PLANT PHARMACOLOGY
000406	PLANT PHYSIOLOGY
171006	PLASTERER
171006	PLASTERING
172700	PLASTICS OCCUPATIONS
041800	PLAYGROUND WORKER
171007	PLUMBER
171007	PLUMBING AND PIPEFITTING
001216	PODIATRY
160605	POLICE OFFICER
160605	POLICE SCIENCE TECHNOLOGY
002207	POLITICAL SCIENCE
040300	POSTING CLERK
000106	POULTRY SCIENCE
173200	POWER PLANT OPERATOR
070302	PRACTICAL (VOCATIONAL) NURSING
070302	PRACTICAL NURSE
070301	PRACTICAL NURSE
000823	PRE-ELEMENTARY EDUCATION
140400	PRESSMAN
140400	PRINTER
171902	PRINTER / PRESSMAN
070499	PROBATION OFFICER
140200	PROGRAMMER
000704	PROGRAMMING, COMPUTER
041700	PROPERTY MANAGER
070304	PSYCHIATRIC AIDE
070800	PSYCHIATRIST
070800	PSYCHOLOGIST
002004	PSYCHOLOGY FOR COUNSELING
002003	PSYCHOLOGY, CLINICAL
002009	PSYCHOLOGY, DEVELOPMENTAL
000822	PSYCHOLOGY, EDUCATION
002001	PSYCHOLOGY, GENERAL
002008	PSYCHOLOGY, INDUSTRIAL
002010	PSYCHOLOGY, PHYSIOLOGICAL
002005	PSYCHOLOGY, SOCIAL
002006	PSYCHOMETRICS
001506	PUBLIC ADDRESS
002102	PUBLIC ADMINISTRATION
140800	PUBLIC ADMINISTRATION AND MANAGEMENT
002199	PUBLIC AFFAIRS AND SERVICES, OTHER (I.E. FIRE SCIENCE AND
001214	PUBLIC HEALTH
070906	PUBLIC HEALTH EDUCATOR
070906	PUBLIC HEALTH TECHNICIAN
160620	PUBLIC SAFETY OFFICER
172899	PUBLIC SERVICE OCCUPATIONS, OTHER (INSPECTOR)
000510	PUBLIC UTILITIES
000509	PURCHASING
140500	PURCHASING AGENT
172900	QUANTITY FOOD OCCUPATIONS
070502	RADIATION THERAPY
000603	RADIO
171503	RADIO AND TELEVISION REPAIR
170200	RADIO REPAIRMAN
000423	RADIOBIOLOGY
001225	RADIOLOGIC TECHNOLOGIES
070501	RADIOLOGIC TECHNOLOGY (X-RAY)
070599	RADIOLOGIC, OTHER
070502	RADIOLOGIST
000117	RANGE MANAGEMENT
000830	READING EDUCATION
000511	REAL ESTATE
041700	REAL ESTATE AGENT
041700	REAL ESTATE MARKETING/DISTRIBUTION
041700	REALTOR
070904	RECEPTIONIST
041800	RECREATION AND TOURISM
002103	RECREATION MANAGEMENT
173000	REFRIGERATION
000206	REGIONAL PLANNING
001222	REHABILITATION SERVICES
070499	REHABILITATION SERVICES, OTHER
002304	RELIGIOUS EDUCATION
002302	RELIGIOUS MUSIC
001510	RELIGIOUS STUDIES
000817	REMEDIAL EDUCATION
140400	REPORTER
160105	RESEARCH CHEMIST
070303	RESPIRATION THERAPHY
000508	RESTAURANT MANAGEMENT
042000	RETAIL TRADE, OTHER
001506	RHETORIC
171010	ROOFER
171010	ROOFING
001106	RUSSIAN
000307	RUSSIAN STUDIES

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000836   SAFETY EDUCATION
172200   SAILOR
041200   SALES REPRESENTATIVE
070700   SANITARY ENGINEER
160106   SANITARY ENGINEER
169902   SANITARY ENGINEER
000992   SANITARY ENGINEERING
070700   SANITATION AND PUBLIC HEALTH
070700   SANITATION WORKER
001199   SANSKRIT
001114   SCANDINAVIAN LANGUAGES
000834   SCIENCE EDUCATION
160117   SCIENTIFIC DATA PROCESSING
001002   SCULPTURE
172200   SEAMAN
090202   SEAMSTRESS
000803   SECONDARY EDUCATION, GENERAL
160605   SECRET SERVICE
000514   SECRETARIAL STUDIES
140700   SECRETARY
000505   SECURITIES
001916   SEISMOLOGY
001505   SEMANTICS
041600   SERVICE STATION OWNER/MANAGER/ATTENDANT
170600   SERVICEMAN
171008   SHEETROCK INSTALLER
160605   SHERIFF
172200   SHIP CAPTAIN/OFFICER
172699   SHOE REPAIRMAN
001115   SLAVIC LANGUAGES (OTHER THAN RUSSIAN)
000307   SLAVIC STUDIES
173100   SMALL ENGINE REPAIR, INTERNAL COMBUSTION
172599   SMELTER WORKER
000821   SOCIAL FOUNDATIONS OF EDUCATION
002005   SOCIAL PSYCHOLOGY
002201   SOCIAL SCIENCES, GENERAL
002104   SOCIAL WORK
002208   SOCIOLOGY
000103   SOIL CONSERVATION
000103   SOIL MANAGEMENT
000103   SOIL SCIENCE
000303   SOUTH ASIAN STUDIES
000304   SOUTHEAST ASIAN STUDIES
001105   SPANISH
000808   SPECIAL EDUCATION, GENERAL
000818   SPECIAL LEARNING DISABILITIES
001506   SPEECH
000815   SPEECH CORRECTION
001220   SPEECH PATHOLOGY
173300   SPINNER
160605   STATE TROOPER
173200   STATIONARY ENERGY SOURCES OCCUPATIONS
173200   STATIONARY ENGINEER
002007   STATISTICS IN PSYCHOLOGY
001702   STATISTICS, MATHEMATICAL AND THEORETICAL
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STUDY DIRECTORY

140700	STENO, SECRETARIAL AND RELATED OCCUPATIONS
140700	STENOGRAPHER
140703	STENOGRAPHER
000826	STUDENT PERSONNEL
070305	SURGICAL TECHNICIAN
001114	SWEDISH
000705	SYSTEMS ANALYSIS
140200	SYSTEMS ANALYST
140200	SYSTEMS ENGINEER
000702	SYSTEMS, INFORMATION
090202	TAILOR
173400	TANNER
160606	TEACHER'S AIDE
160606	TEACHERS ASSISTANT
001508	TEACHING OF ENGLISH AS A FOREIGN LANGUAGE
000839	TECHNICAL EDUCATION
070904	TECHNICIAN
000603	TELEVISION
170200	TELEVISION REPAIRMAN
001009	TEXTILE DESIGN
000917	TEXTILE ENGINEERING
173300	TEXTILE PRODUCTION AND FABRICATION
001303	TEXTILES, HOME ECONOMICS
002301	THEOLOGICAL PROFESSION, GENERAL
172302	TOOL AND DIE MAKER
172307	TOOL AND DIE MAKING
041800	TOUR GUIDE
000426	TOXICOLOGY
179900	TRADE AND INDUSTRIAL OCCUPATIONS, OTHER
160106	TRAFFIC ENGINEER
171599	TRANSMISSION SUPERVISOR (ELECTRICAL)
000510	TRANSPORTATION
000908	TRANSPORTATION ENGINEERING
041900	TRANSPORTATION MARKETING/DISTRIBUTION
041800	TRAVEL AGENT
160605	TREASURY AGENT
010700	TREE SURGEON
179900	TRUCK DRIVING
140900	TYPING AND RELATED OCCUPATIONS
040900	TYPIST
173500	UPHOLSTERER
173500	UPHOLSTERING
000205	URBAN ARCHITECTURE
002214	URBAN STUDIES
040300	USED CAR SALESMAN
000108	VEGETABLE PRODUCTION
001219	VETERINARY MEDICINE SPECIALTIES
001218	VETERINARY MEDICINE, D.V.M. DEGREE
001199	VIETNAMESE
000839	VOCATIONAL EDUCATION
070499	VOCATIONAL REHABILITATION COUNSELOR
040700	WAITER, WAITRESS
171100	WARDEN
169902	WASTE TREATMENT PLANT OPERATOR
169902	WATER AND WASTE WATER TECHNOLOGY

010304	WATER MANAGEMENT
001009	WEAVING
172306	WELDER
172306	WELDING AND CUTTING
000312	WEST EUROPEAN STUDIES
043100	WHOLESALE TRADE, OTHER
040600	WHOLESALER
000107	WILDLIFE MANAGEMENT
173300	WINDER
173600	WOODWORKING OCCUPATIONS
140700	WORD PROCESSING SUPERVISOR
001507	WRITING, CREATIVE
070501	X-RAY TECHNICIAN
070501	X-RAY TECHNOLOGY
000407	ZOOLOGY, GENERAL

Appendix C.4

List of License, Certificate, or Diploma Codes for First Follow-Up Question 43B

List of License, Certificate, or Diploma Codes
for First Follow-Up Question 43B

01 - Beautician
02 - Real Estate License
03 - Nursing Assistant
04 - Business Certificate
05 - Computer Operator Certificate
06 - Cashier-Checking Certificate
07 - Carpenter's License
08 - Medical Assistant Certificate
09 - FCC Third Class License
10 - Typist (Secretary)
11 - Mechanic, Drafting
12 - Inhalation Therapy
13 - Dental Assistant Certificate
14 - X-Ray Certification
15 - Law Enforcement Weapons Training
16 - Elementary Accounting
17 - Medical Secretary Certificate
18 - Marine Technician Certificate
19 - First Aid Certificate
20 - DHIR Supervisor
21 - Data Processing (Keypunch)
22 - Operating Room Technician Diploma
23 - Internship in Outdoor Recreation
24 - Miner's Certificate
25 - Marine Aviation Certificate
26 - Cook Certificate, Meat Cutter
27 - Modeling Certificate
28 - Practical Nurse
29 - Pre-Medical Certificate
30 - Chlorinator
31 - Shorthand Certificate
32 - Manager (unspecified whether certificate or diploma)

33 - Mechanic

34 - Fashion Merchandise Diploma

35 - Master Craftsman

36 - Private Pilots License

37 - Emergency Medical Technician

38 - Machine Repair Certificate

39 - Welder Certificate

40 - FAA Commercial Pilot

41 - Arts Degree (Associate)

42 - Clerk

43 - Chauffeur

44 - Electronics Diploma

45 - Radio and TV Repairman

46 - Keypunch Operator

47 - Retail Floristry

48 - Art Certificate

49 - Blueprint Reading Diploma

50 - Bible Studies (Certificate-Diploma)

51 - Heavy Equipment Operator's License

52 - Hotel/Motel Management Diploma

53 - Pastry Man (Cake Decorator)

54 - Certificate Lighting Consultant

55 - Awarded Military Police

56 - Air Passenger Specialist (Airline Stewardess)

57 - Bookkeeping

58 - Engineman Certificate

59 - Commercial Broadcasting

60 - Dancing Certificate

61 - Flagman Certificate

62 - Food Inspector

63 - GED (General Equivalency Diploma)

64 - Honorary Certificate

65 - Inventory Management Specialist

66 - Distributor License

67 - Athletic Certificate

68 - Certified Baton Twirling Judge

69 - Locksmith Certificate

70 - Military Certificate

71 - U. S. Jaycees License 1 and 2

72 - Teaching Certificate (various)

73 - Public Service Certificate (Police, Fireman, etc.)

74 - Insurance Agent License

75 - USDA Inspector

76 - Aviation Electronics

77 - Drama Certificate

78 - Bartender's License

79 - Counseling Certificate

80 - Diploma Unspecified

81 - Certificate Unspecified

82 - Occupation Proficiency Degree Unspecified

83 - Speed Reading Certificate

84 - Public Weightmaster

85 - Surveying Certificate

86 - License Unspecified

87 - Notary Public

88 - Photographer

89 - Electrician

90 - Ordination Certificate (Priest, Minister, etc.)

91 - Animal Training Certificate

95 - Other:

- Court Reporter
- Plumber
- Broker's License
- Landscape Designer
- Structure Assembler
- Barber
- Kennel License
- MDTA
- T.E.A.M.
- Karate Diploma

Appendix C.5

Extended Codes for Second Follow-Up

Questions 7, 12, 27, 34, 43, 47, 50, and 59

Extended Codes for Second Follow-Up

Questions 7, 12, 27, 34, 43, 47, 50, and 59

The following list defines new codes created from "other" responses for several NLS second follow-up questions. The numerical coding of these "other" responses made possible the elimination of alpha data for these items.

SQ7--Reason for Moving

Code	Category
4	(new) Education related (change in status/program, spouse in school, transfer, graduate, course completion, off or onto campus).
5	(new) Job or military related (respondent/spouse: relocation, transfer, assigned, entered, discharged, closer to place of work).
6	(new) Financial reasons (less expensive, could not afford, etc.).
7	(new) Medical or health reasons.
8	(new) Environment-Location (to or from city or country, housing location, etc.).
9	(new) Move closer to or farther from some person.
10	(new) Change in marital or dependent status (including change in roommate's status).
11	(new) Independence, travel.
12	Other (miscellaneous, unclassifiable).

SQ12--Kind of October 1974 School

4	(new) Adult education, correspondence, high school.
5	(new) Military.
6	(new) Religion related.
7	Other (miscellaneous, unclassifiable).

SQ27--Reason for Changing School

Question	Code	Category
SQ27M	1	(new) Graduated or completed course.
SQ27N	1	(new) Military related reasons.
SQ270	1	(new) Work related reasons.
SQ27P	1	(new) Transferred or moved.
SQ27Q	1	(new) Dislike or dissatisfaction.
SQ27R	1	(new) Family and personal reasons.
SQ27S	1	(new) Exchange or year abroad programs.
SQ27T	1	(new) Not previously in school, took a year off, did not change schools.
SQ27U	1	Other (miscellaneous, unclassifiable).

SQ34--Kind of Other School

Code	Cateogry
4	(new) Adult education, correspondence, high school.
5	(new) Military.
6	(new) Religion related.
7	Other (miscellaneous, unclassifiable).

SQ43--Acceleration of College Program

Question	Code	Category
SQ43G	7	(new) Night school/adult education/correspondence/technical.
SQ43H	8	(new) Employment related courses or job such as work-study.
SQ43I	9	(new) Military-related courses or jobs.
SQ43J	10	Other (miscellaneous, unclassifiable).

SQ47--Scholarships

Question	Code	Category
SQ47J	1	(new) Vocational rehabilitation, state or federal.
SQ47K	1	(new) High school scholarship (funds controlled by school or any group operating in conjunction with school).
SQ47L	1	(new) Civic, church, union, Fraternal, club, company.
SQ47M	1	(new) Other public program (special purpose--not intended for general purpose of education).
SQ47N	1	(new) National private source, competitive.
SQ470	1	(new) Small private, not elsewhere classified.
SQ47P	1	Other (miscellaneous, unclassifiable).

SQ50--Loans

Question	Code	Category
SQ50H	1	(new) Other Federal.
SQ50I	1	(new) Other organization.
SQ50J	1	Miscellaneous, unclassifiable.

SQ59--Training Program or Courses

Question	Code	Category
SQ59J	10	(new) Volunteer program.
SQ59K	11	(new) Internship.
SQ59L	12	(new) Program of instruction or training other than OJT.
SQ59M	13	Other (miscellaneous, unclassifiable).

Appendix C.6

Military Codes for Second Follow-Up Question 122 and Third Follow-Up Question 119

Military Codes for Second Follow-Up Question 122
and Third Follow-Up Question 119

01 - Air Force
02 - Army
03 - Navy
04 - Marine Corps
05 - Coast Guard
06 - National Guard
07 - Reserves (all branches)

Appendix C.7

List of Second Follow-Up Questions With Resolvable Multiple Responses

List of Second Follow-Up Questions With Resolvable Multiple Responses

The following list specifies the second follow-up questions with resolvable multiple responses and the editing procedures used in resolving the answers.

Question Number	Subject	Editing Procedure
17	Hours in class	Average
20	Field of study	Use SQ 19 as guide
22	Length of program of studies	Highest
29	Hours worked	Highest
39	Grades	Lowest grade (highest numbered foil)
42	Credits earned	Average
44	Cost of school	Average
45	Months in school	Average
48	Value of scholarships	Average
51	Value of loans	Average
54	Value of assistance from family or friends	Average
57	Value from savings	Average
62	Program length	Highest
72	Time to find work	Highest
77	Hours per week	Average
78	Earnings	Average
89	Hours per week	Average
90	Earnings	Average
94	Hours per week	Average
95	Earnings	Average
97	Weeks of work	Average
98	Different employers	Average
99	Weeks looking (year)	Average
101	Weeks looking (September)	Highest
109	Spouse's education	Highest
111	Number of dependents	Highest
113	Income	Average
114	Total income	Average
116	Money owed	Highest on each line
117	Savings	Highest on each line
119	Brothers	Highest on each line
120	Sisters	Highest on each line
129	Remain in Armed Forces	Highest
140	School expectations	Highest
150	Grade school ethnicity	Average
151	High school teachers	Highest

Appendix C.8

List of Third Follow-Up Questions With Resolvable Multiple Responses

List of Third Follow-Up Questions
With Resolvable Multiple Responses

Question Number	Subject	Editing Procedure
TQ15	Hours worked per week	Average
TQ16	Earnings per week	Average
TQ20	Number of people supervised	Average
TQ30	Hours worked per week	Average
TQ31	Earnings per week	Average
TQ36	Hours worked per week	Average
TQ37	Earnings per week	Average
TQ41A	Number of employers	Average
TQ41B	Number of employers	Average
TQ42A	Number weeks worked	Average
TQ42B	Number weeks worked	Average
TQ43A	Weeks looking for work	Average
TQ43B	Weeks looking for work	Average
TQ49A	Highest level of education attained	Highest
TQ49B	Highest level of education expected	Highest
TQ59	Hours per week in class	Average
TQ71	Hours per week in class	Average
TQ87A	Number of quarter hours	Average
TQ87B	Number of semester hours	Average
TQ87C	Number of other credits	Average
TQ88AB	Months in school	Average
TQ88BB	Months in school	Average
TQ89AA-FB	School expenses	Average
TQ89GAB, GBB-HB	School expenses	Average
TQ91	Scholarships	Average
TQ93	Loans	Average
TQ95	Financial assistance from relatives, friends	Average
TQ97	Money from savings, earnings	Average
TQ99	Expected school expenses	Average
TQ100	Amounts for meeting expenses	Average
TQ133	Spouse's hours worked per week	Average
TQ134	Spouse's earnings per week	Average
TQ135	Spouse's level of education	Highest
TQ141	Income	Average

Appendix C.9

List of Created Response Categories for Second Follow-Up Questions 44FA and 113DA

Responses for SQ44FA

COMBINATIONS OF TWO

Code	Combinations
1	AB: Tuition and books
2	AC: Tuition and transportation
3	AD: Tuition and housing
4	AE: Tuition and other expenses
5	BC: Books and transportation
6	BD: Books and housing
7	BE: Books and other expenses
8	CD: Transportation and housing
9	CE: Transportation and other expenses
10	DE: Housing and other expenses

COMBINATIONS OF THREE

Code	Combinations
11	ABC: Tuition, books, and transportation
12	ABD: Tuition, books, and housing
13	ABE: Tuition, books, and other expenses
14	ACD: Tuition, transportation, and housing
15	ACE: Tuition, transportation, and other expenses
16	ADE: Tuition, housing, and other expenses
17	BCD: Books, transportation, and housing
18	BCE: Books, transportation, and other expenses
19	BDE: Books, housing, and other expenses
20	CDE: Transportation, housing, and other expenses

COMBINATIONS OF FOUR

Code	Combinations
21	ABCD: Tuition, books, transportation, and housing
22	ABCE: Tuition, books, transportation, and other expenses
23	ABDE: Tuition, books, housing, and other expenses
24	ACDE: Tuition, transportation, housing, and other expenses
25	BCDE: Books, transportation, housing, and other expenses

Responses for SQ44FA (continued)

COMBINATIONS OF FIVE

Code	Combinations
26	ABCDE: Tuition, books, transportation, housing, and other expenses

Responses for SQ 113DA

Code	Description
1	Your own and spouse's wages
2	Your own wages and other income
3	Spouse's wages and other income
4	Your own wages, spouse's wages, and other income

Appendix C.10

List of Created Response Categories for
Third Follow-Up Questions 89GAA, 89GBA, and 99GA

List of Created Response Categories for
Third Follow-Up Questions 89GAA, 89GBA, and 99GA

COMBINATIONS OF TWO

Code	Combinations	
1	AB:	Tuition and books
2	AC:	Tuition and transportation
3	AD:	Tuition and other school-related expenses
4	AE:	Tuition and housing
5	AF:	Tuition and all other expenses
6	BC:	Books and transportation
7	BD:	Books and other school-related expenses
8	BE:	Books and housing
9	BF:	Books and all other expenses
10	CD:	Transportation and other school-related expenses
11	CE:	Transportation and housing
12	CF:	Transportation and all other expenses
13	DE:	Other school-related expenses and housing
14	DF:	Other school-related expenses and all other expenses
15	EF:	Housing and all other expenses

COMBINATIONS OF THREE

Code	Combinations	
16	ABC:	Tuition, books, and transportation
17	ABD:	Tuition, books, and other school-related expenses
18	ABE:	Tuition, books, and housing
19	ABF:	Tuition, books, and all other expenses
20	ACD:	Tuition, transportation, and other school-related expenses
21	ACE:	Tuition, transportation, and housing
22	ACF:	Tuition, transportation, and all other expenses
23	ADE:	Tuition, other school-related expenses, and housing
24	ADF:	Tuition, other school-related expenses, and all other expenses
25	AEF:	Tuition, housing, and all other expenses
26	BCD:	Books, transportation, and other school-related expenses

COMBINATIONS OF THREE (continued)

Code	Combinations
27	BCE: Books, transportation, and housing
28	BCF: Books, transportation, and all other expenses
29	BDE: Books, other school-related expenses, and housing
30	BDF: Books, other school-related expenses, and all other expenses
31	BEF: Books, housing, and all other expenses
32	CDE: Transportation, other school-related expenses, and housing
33	CDF: Transportation, other school-related expenses, and all other expenses
34	CEF: Transportation, housing, and all other expenses
35	DEF: Other school-related expenses, housing, and all other expenses

COMBINATIONS OF FOUR

Code	Combinations
36	ABCD: Tuition, books, transportation, and other school-related expenses
37	ABCE: Tuition, books, transportation, and housing
38	ABCF: Tuition, books, transportation, and all other expenses
39	ABDE: Tuition, books, other school-related expenses, and housing
40	ABDF: Tuition, books, other school-related expenses, and all other expenses
41	ABEF: Tuition, books, housing, and all other expenses
42	ACDE: Tuition, transportation, other school-related expenses, and housing
43	ACDF: Tuition, transportation, other school-related expenses, and all other expenses
44	ACEF: Tuition, transportation, housing, and all other expenses
45	ADEF: Tuition, other school-related expenses, housing, and all other expenses
46	BCDE: Books, transportation, other school-related expenses, and housing
47	BCDF: Books, transportation, other school-related expenses, and all other expenses
48	BCEF: Books, transportation, housing, and all other expenses
49	BDEF: Books, other school-related expenses, housing, and all other expenses
50	CDEF: Transportation, other school-related expenses, housing, and all other expenses

COMBINATIONS OF FIVE

Code	Combinations	
51	ABCDE:	Tuition, books, transportation, other school-related expenses, and housing
52	ABCDF:	Tuition, books, transportation, other school-related expenses, and all other expenses
53	ABCEF:	Tuition, books, transportation, housing, and all other expenses
54	ABDEF:	Tuition, books, other school-related expenses, housing, and all other expenses
55	ACDEF:	Tuition, transportation, other school-related expenses, housing, and all other expenses
56	BCDEF:	Books, transportation, other school-related expenses, housing, and all other expenses

COMBINATIONS OF SIX

Code	Combinations	
57	ABCDEF:	All possible categories combined

Appendix C.11

Two-Letter State Abbreviations and Codes

Two-Letter State Abbreviations and Codes

Code	State	Abbreviation
1	Alabama	AL
2	Alaska	AK
3	Arizona	AZ
4	Arkansas	AR
5	California	CA
6	Colorado	CO
7	Connecticut	CT
8	Delaware	DE
9	District of Columbia	DC
10	Florida	FL
11	Georgia	GA
12	Hawaii	HI
13	Idaho	ID
14	Illinois	IL
15	Indiana	IN
16	Iowa	IA
17	Kansas	KS
18	Kentucky	KY
19	Louisiana	LA
20	Maine	ME
21	Maryland	MD
22	Massachusetts	MA
23	Michigan	MI
24	Minnesota	MN
25	Mississippi	MS
26	Missouri	MO
27	Montana	MT
28	Nebraska	NE
29	Nevada	NV
30	New Hampshire	NH
31	New Jersey	NJ
32	New Mexico	NM
33	New York	NY
34	North Carolina	NC
35	North Dakota	ND
36	Ohio	OH
37	Oklahoma	OK
38	Oregon	OR
39	Pennsylvania	PA
40	Rhode Island	RI
41	South Carolina	SC
42	South Dakota	SD
43	Tennessee	TN
44	Texas	TX
45	Utah	UT
46	Vermont	VT
47	Virginia	VA
48	Washington	WA
49	West Virginia	WV
50	Wisconsin	WI
51	Wyoming	WY
52	Out of Country	OC
53	Virgin Islands	VI

Appendix C.12

Military Pay Grade Codes

Military Pay Grade Codes

SQ126A and TQ124

Pay Grade	Code
E1	01
E2	02
E3	03
E4	04
E5	05
E6	06
E7	07
E8	08
E9	09
01 }*	11
02	12

---

*Pay grades 01 and 02 only appear as responses in TQ124, since these codes indicate an officer classification.

Appendix D

Routing Patterns and Routing Codes

Appendix D.1

First Follow-Up Routing Codes

```
                                    STATUS OF DATA
QUESTION   CODE    ROUTING RANGE 1        ROUTING RANGE 2
--------   ----    ---------------        ---------------

FQ2                FQ3A     - FQ3B
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK
              3        PRESENT
             43         BLANK
              4        PRESENT
             44         BLANK

FQ7A               FQ7B     - FQ8B
              1         BLANK
             21        PRESENT
              2         BLANK
             22        PRESENT
              3        PRESENT
             43         BLANK
              4        PRESENT
             44         BLANK

FQ8A               FQ8B     - FQ8B
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

FQ13B              FQ13C    - FQ13C
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

FQ21               FQ22AA   - FQ22E
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

FQ23               FQ24A    - FQ24Q       FQ25     - FQ47GB
              1         BLANK                  PRESENT
             21        PRESENT                 PRESENT
             41         BLANK                   BLANK
             61        PRESENT                  BLANK
              2        PRESENT                  BLANK
             22        PRESENT                 PRESENT
             42         BLANK                   BLANK
             62         BLANK                  PRESENT

FQ25               FQ26AA   - FQ28C
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK
```

```
                                    STATUS OF DATA
QUESTION   CODE    ROUTING RANGE 1        ROUTING RANGE 2
--------   ----    ---------------        ---------------

FQ28B              FQ28C   - FQ28C
              1         PRESENT
             41          BLANK
              2         PRESENT
             42          BLANK
              3         PRESENT
             43          BLANK
              4         PRESENT
             44          BLANK
              5         PRESENT
             45          BLANK
              6         PRESENT
             46          BLANK
              7         PRESENT
             47          BLANK
              8         PRESENT
             48          BLANK
              9          BLANK
             29         PRESENT
             10         PRESENT
             50          BLANK
             11         PRESENT
             51          BLANK
             12         PRESENT
             52          BLANK
             13         PRESENT
             53          BLANK
             14         PRESENT
             54          BLANK
             15         PRESENT
             55          BLANK
             16          BLANK
             36         PRESENT

FQ29A              FQ29BA  - FQ29BR       FQ30     - FQ38K
              1          BLANK                 PRESENT
             21         PRESENT                PRESENT
             41          BLANK                  BLANK
             61         PRESENT                 BLANK
              2         PRESENT                 BLANK
             22         PRESENT                PRESENT
             42          BLANK                  BLANK
             62          BLANK                 PRESENT

FQ30               FQ31A   - FQ33AB       FQ31A    - FQ31K
              1          BLANK
             21         PRESENT
              2         PRESENT                 BLANK
             22         PRESENT                PRESENT
             42          BLANK                  BLANK
             62          BLANK                 PRESENT
              3         PRESENT
             43          BLANK
```

```
                                  STATUS OF DATA
QUESTION   CODE   ROUTING RANGE 1      ROUTING RANGE 2
--------   ----   ---------------      ---------------

FQ34              FQ35A    - FQ35I     FQ36A    - FQ38K
              1        BLANK                BLANK
             21      PRESENT                BLANK
             21        BLANK              PRESENT
             21      PRESENT              PRESENT
              2        BLANK              PRESENT
             22      PRESENT              PRESENT
             42        BLANK                BLANK
             62      PRESENT                BLANK
              3        BLANK              PRESENT
             23      PRESENT              PRESENT
             43        BLANK                BLANK
             63      PRESENT                BLANK
              4      PRESENT
             44        BLANK

FQ36B             FQ36C    - FQ36C
              1      PRESENT
             41        BLANK
              2      PRESENT
             42        BLANK
              3      PRESENT
             43        BLANK
              4      PRESENT
             44        BLANK
              5      PRESENT
             45        BLANK
              6      PRESENT
             46        BLANK
              7      PRESENT
             47        BLANK
              8      PRESENT
             48        BLANK
              9        BLANK
             29      PRESENT
             10      PRESENT
             50        BLANK
             11      PRESENT
             51        BLANK
             12      PRESENT
             52        BLANK
             13      PRESENT
             53        BLANK
             14      PRESENT
             54        BLANK
             15      PRESENT
             55        BLANK
             16        BLANK
             36      PRESENT

FQ37              FQ38A    - FQ38K
              1        BLANK
             21      PRESENT
```

```
                            STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1      ROUTING RANGE 2
--------  ----   ---------------      ---------------

FQ37             FQ38A    - FQ38K
            2        PRESENT
           42         BLANK

FQ39             FQ40AA   - FQ40DC
            1         BLANK
           21        PRESENT
            2        PRESENT
           42         BLANK

FQ40DA           FQ40DB   - FQ40DC
            1         BLANK
           21        PRESENT
            2        PRESENT
           42         BLANK

FQ41B            FQ41CA   - FQ41CC
            1         BLANK
           21        PRESENT
            2         BLANK
           22        PRESENT
            3        PRESENT
           43         BLANK

FQ43A            FQ43B    - FQ43B
            1         BLANK
           21        PRESENT
            2        PRESENT
           42         BLANK

FQ44A            FQ44BA   - FQ44BG
            1         BLANK
           21        PRESENT
            2         BLANK
           22        PRESENT
            3        PRESENT
           43         BLANK

FQ48A            FQ48BA   - FQ48C     FQ49A   - FQ53
            1         BLANK               PRESENT
           21        PRESENT             PRESENT
           41         BLANK                BLANK
           61        PRESENT              BLANK
            2        PRESENT              BLANK
           22        PRESENT             PRESENT
           42         BLANK                BLANK
           62         BLANK               PRESENT

FQ54A            FQ54BA   - FQ55GC    FQ56A   - FQ57
            1         BLANK               PRESENT
           21        PRESENT             PRESENT
           41         BLANK                BLANK
           61        PRESENT              BLANK
```

```
                                  STATUS OF DATA
QUESTION   CODE    ROUTING RANGE 1      ROUTING RANGE 2
--------   ----    ---------------      ---------------

FR54A              FQ54BA  - FQ54C      FQ55A   - FQ55GC
              2         BLANK                PRESENT
             22        PRESENT               PRESENT
             42         BLANK                 BLANK
             62        PRESENT                BLANK

FS54A              FQ55A   - FQ57       FQ54BA  - FQ54C
              3         BLANK                PRESENT
             23        PRESENT               PRESENT
             43         BLANK                 BLANK
             63        PRESENT                BLANK

FQ55GA             FQ55GB  - FQ55GC
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

FQ60A              FQ60B   - FQ63H
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

FQ61               FQ62A   - FQ62L      FQ63A   - FQ63H
              1         BLANK                 BLANK
             21        PRESENT                BLANK
             21         BLANK                PRESENT
             21        PRESENT               PRESENT
              2         BLANK                PRESENT
             22        PRESENT               PRESENT
             42         BLANK                 BLANK
             62        PRESENT                BLANK
              3        PRESENT
             43         BLANK

FQ64               FQ65    - FQ76G
              1         BLANK
             21        PRESENT
              2         BLANK
             22        PRESENT
              3        PRESENT
             43         BLANK

FQ66A              FQ66B   - FQ71C      FQ66D   - FQ66E
              1         BLANK
             21        PRESENT
              2        PRESENT                BLANK
             22        PRESENT               PRESENT
             42         BLANK                 BLANK
             62         BLANK                PRESENT
```

```
                                  STATUS OF DATA
QUESTION   CODE   ROUTING RANGE 1           ROUTING RANGE 2
--------   ----   ---------------           ---------------

FR66A             FQ66B    - FQ66C          FQ66D    - FQ71C
              3        BLANK                     PRESENT
             23       PRESENT                    PRESENT
             43        BLANK                      BLANK
             63       PRESENT                     BLANK

FQ68              FQ69A    - FQ69C
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

FQ74A             FQ74B    - FQ74C          FQ75     - FQ76G
              1       PRESENT                     BLANK
             21       PRESENT                    PRESENT
             41        BLANK                      BLANK
             61        BLANK                     PRESENT
              2        BLANK                     PRESENT
             22       PRESENT                    PRESENT
             42        BLANK                      BLANK
             62       PRESENT                     BLANK

FQ81              FQ82AA   - FQ84DC
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

FQ82C             FQ82DA   - FQ82DC
              1        BLANK
             21       PRESENT
              2        BLANK
             22       PRESENT
              3       PRESENT
             43        BLANK

FQ83AA            FQ83AB   - FQ84DC
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

FQ83C             FQ83DA   - FQ83DC
              1        BLANK
             21       PRESENT
              2        BLANK
             22       PRESENT
              3       PRESENT
             43        BLANK

FQ84AA            FQ84AB   - FQ84DC
              1        BLANK
             21       PRESENT
```

```
                                        STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1     ROUTING RANGE 2
--------  ----   ---------------     ---------------

FQ84AA           FQ84AB  - FQ84DC
             2       PRESENT
            42        BLANK

FQ84C            FQ84DA  - FQ84DC
             1        BLANK
            21       PRESENT
             2        BLANK
            22       PRESENT
             3       PRESENT
            43        BLANK
```

Appendix D.2

First Follow-Up Routing Patterns

```
03/06/78    16:21      STATISTICS RESEARCH DIVISION          RES

                FIRST FOLLOWUP ROUTING PATTERNS

CONTROLLED            CONTROLLING ROUTING QUESTIONS
  ITEMS   LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6



FQ3A      FQ2
FQ3B      FQ2

FQ7B      FQ7A
FQ7C      FQ7A
FQ8A      FQ7A
FQ8B      FQ7A     FQ8A

FQ13C     FQ13B

FQ22AA    FQ21
FQ22AB    FQ21
FQ22AC    FQ21
FQ22AD    FQ21
FQ22AE    FQ21
FQ22AF    FQ21
FQ22AG    FQ21
FQ22AH    FQ21
FQ22AI    FQ21
FQ22B     FQ21
FQ22C     FQ21
FQ22D     FQ21
FQ22E     FQ21

FQ24A     FQ23
FQ24B     FQ23
FQ24C     FQ23
FQ24D     FQ23
FQ24E     FQ23
FQ24F     FQ23
FQ24G     FQ23
FQ24H     FQ23
FQ24I     FQ23
FQ24J     FQ23
FQ24K     FQ23
FQ24L     FQ23
FQ24M     FQ23
FQ24N     FQ23
FQ24O     FQ23
FQ24P     FQ23
FQ24Q     FQ23
FQ25      FQ23
FQ26AA    FQ23     FQ25
FQ26AB    FQ23     FQ25
FQ26AC    FQ23     FQ25
FQ26B     FQ23     FQ25
FQ26C     FQ23     FQ25
FQ27AA    FQ23     FQ25
FQ27AB    FQ23     FQ25
FQ27B     FQ23     FQ25
FQ27C     FQ23     FQ25
```

FIRST FOLLOWUP ROUTING PATTERNS

CONTROLLED ITEMS	CONTROLLING ROUTING QUESTIONS LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
FQ27D	FQ23	FQ25				
FQ28A	FQ23	FQ25				
FQ28B	FQ23	FQ25				
FQ28C	FQ23	FQ25	FQ28B			
FQ29A	FQ23					
FQ29BA	FQ23	FQ29A				
FQ29BB	FQ23	FQ29A				
FQ29BC	FQ23	FQ29A				
FQ29BD	FQ23	FQ29A				
FQ29BE	FQ23	FQ29A				
FQ29BF	FQ23	FQ29A				
FQ29BG	FQ23	FQ29A				
FQ29BH	FQ23	FQ29A				
FQ29BI	FQ23	FQ29A				
FQ29BJ	FQ23	FQ29A				
FQ29BK	FQ23	FQ29A				
FQ29BL	FQ23	FQ29A				
FQ29BM	FQ23	FQ29A				
FQ29BN	FQ23	FQ29A				
FQ29BO	FQ23	FQ29A				
FQ29BP	FQ23	FQ29A				
FQ29BQ	FQ23	FQ29A				
FQ29BR	FQ23	FQ29A				
FQ30	FQ23	FQ29A				
FQ31A	FQ23	FQ29A	FQ30			
FQ31B	FQ23	FQ29A	FQ30			
FQ31C	FQ23	FQ29A	FQ30			
FQ31D	FQ23	FQ29A	FQ30			
FQ31E	FQ23	FQ29A	FQ30			
FQ31F	FQ23	FQ29A	FQ30			
FQ31G	FQ23	FQ29A	FQ30			
FQ31H	FQ23	FQ29A	FQ30			
FQ31I	FQ23	FQ29A	FQ30			
FQ31J	FQ23	FQ29A	FQ30			
FQ31K	FQ23	FQ29A	FQ30			
FQ32AA	FQ23	FQ29A	FQ30			
FQ32AB	FQ23	FQ29A	FQ30			
FQ32AC	FQ23	FQ29A	FQ30			
FQ32B	FQ23	FQ29A	FQ30			
FQ32C	FQ23	FQ29A	FQ30			
FQ33AA	FQ23	FQ29A	FQ30			
FQ33AB	FQ23	FQ29A	FQ30			
FQ33B	FQ23	FQ29A				
FQ33C	FQ23	FQ29A				
FQ34	FQ23	FQ29A				
FQ35A	FQ23	FQ29A	FQ34			
FQ35B	FQ23	FQ29A	FQ34			
FQ35C	FQ23	FQ29A	FQ34			
FQ35D	FQ23	FQ29A	FQ34			
FQ35E	FQ23	FQ29A	FQ34			
FQ35F	FQ23	FQ29A	FQ34			
FQ35G	FQ23	FQ29A	FQ34			

```
03/05/78    16:21       STATISTICS RESEARCH DIVISION            RE

                FIRST FOLLOWUP ROUTING PATTERNS

CONTROLLED              CONTROLLING ROUTING QUESTIONS
  ITEMS   LEVEL 1   LEVEL 2   LEVEL 3   LEVEL 4    LEVEL 5  LEVEL 6


FQ35H     FQ23      FQ29A     FQ34
FQ35I     FQ23      FQ29A     FQ34
FQ36A     FQ23      FQ29A     FQ34
FQ36B     FQ23      FQ29A     FQ34
FQ36C     FQ23      FQ29A     FQ34      FQ36B
FQ37      FQ23      FQ29A     FQ34
FQ38A     FQ23      FQ29A     FQ34      FQ37
FQ38B     FQ23      FQ29A     FQ34      FQ37
FQ38C     FQ23      FQ29A     FQ34      FQ37
FQ38D     FQ23      FQ29A     FQ34      FQ37
FQ38E     FQ23      FQ29A     FQ34      FQ37
FQ38F     FQ23      FQ29A     FQ34      FQ37
FQ38G     FQ23      FQ29A     FQ34      FQ37
FQ38H     FQ23      FQ29A     FQ34      FQ37
FQ38I     FQ23      FQ29A     FQ34      FQ37
FQ38J     FQ23      FQ29A     FQ34      FQ37
FQ38K     FQ23      FQ29A     FQ34      FQ37
FQ39      FQ23
FQ40AA    FQ23      FQ39
FQ40AB    FQ23      FQ39
FQ40AC    FQ23      FQ39
FQ40B     FQ23      FQ39
FQ40CA    FQ23      FQ39
FQ40CB    FQ23      FQ39
FQ40DA    FQ23      FQ39
FQ40DB    FQ23      FQ39      FQ40DA
FQ40DC    FQ23      FQ39      FQ40DA
FQ41A     FQ23
FQ41B     FQ23
FQ41CA    FQ23      FQ41B
FQ41CB    FQ23      FQ41B
FQ41CC    FQ23      FQ41B
FQ42      FQ23
FQ43A     FQ23
FQ43B     FQ23      FQ43A
FQ44A     FQ23
FQ44BA    FQ23      FQ44A
FQ44BB    FQ23      FQ44A
FQ44BC    FQ23      FQ44A
FQ44BD    FQ23      FQ44A
FQ44BE    FQ23      FQ44A
FQ44BF    FQ23      FQ44A
FQ44BG    FQ23      FQ44A
FQ45A     FQ23
FQ45B     FQ23
FQ45C     FQ23
FQ45D     FQ23
FQ45E     FQ23
FQ46AA    FQ23
FQ46AB    FQ23
FQ46BA    FQ23
FQ46BB    FQ23
```

```
ESEARCH TRIANGLE INSTITUTE          (FFURANG)    PAGE     2

                  FIRST FOLLOWUP ROUTING PATTERNS

 CONTROLLED            CONTROLLING ROUTING QUESTIONS
   ITEMS   LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


 FQ46BC    FQ23
 FQ46BD    FQ23
 FQ46BE    FQ23
 FQ46BF    FQ23
 FQ46BG    FQ23
 FQ47AA    FQ23
 FQ47AB    FQ23
 FQ47BA    FQ23
 FQ47BB    FQ23
 FQ47CA    FQ23
 FQ47CB    FQ23
 FQ47DA    FQ23
 FQ47DB    FQ23
 FQ47EA    FQ23
 FQ47EB    FQ23
 FQ47FA    FQ23
 FQ47FB    FQ23
 FQ47GA    FQ23
 FQ47GB    FQ23

 FQ48BA    FQ48A
 FQ48BB    FQ48A
 FQ48BC    FQ48A
 FQ48BD    FQ48A
 FQ48BE    FQ48A
 FQ48BF    FQ48A
 FQ48BG    FQ48A
 FQ48BH    FQ48A
 FQ48BI    FQ48A
 FQ48BJ    FQ48A
 FQ48BK    FQ48A
 FQ48BL    FQ48A
 FQ48BM    FQ48A
 FQ48BN    FQ48A
 FQ48C     FQ48A
 FQ49A     FQ48A
 FQ49E     FQ48A
 FQ49FA    FQ48A
 FQ49FB    FQ48A
 FQ49G     FQ48A
 FQ50A     FQ48A
 FQ50B     FQ48A
 FQ51A     FQ48A
 FQ51B     FQ48A
 FQ51C     FQ48A
 FQ51D     FQ48A
 FQ51E     FQ48A
 FQ51F     FQ48A
 FQ51G     FQ48A
 FQ51H     FQ48A
 FQ52A     FQ48A
 FQ52B     FQ48A
```

FIRST FOLLOWUP ROUTING PATTERNS

CONTROLLED ITEMS	CONTROLLING ROUTING QUESTIONS LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
FQ53	FQ48A					
FQ54BA	FQ54A	FR54A	FS54A			
FQ54BB	FQ54A	FR54A	FS54A			
FQ54BC	FQ54A	FR54A	FS54A			
FQ54BD	FQ54A	FR54A	FS54A			
FQ54BE	FQ54A	FR54A	FS54A			
FQ54BF	FQ54A	FR54A	FS54A			
FQ54BG	FQ54A	FR54A	FS54A			
FQ54BH	FQ54A	FR54A	FS54A			
FQ54BI	FQ54A	FR54A	FS54A			
FQ54BJ	FQ54A	FR54A	FS54A			
FQ54BK	FQ54A	FR54A	FS54A			
FQ54BL	FQ54A	FR54A	FS54A			
FQ54BM	FQ54A	FR54A	FS54A			
FQ54BN	FQ54A	FR54A	FS54A			
FQ54C	FQ54A	FR54A	FS54A			
FQ55A	FQ54A	FR54A	FS54A			
FQ55E	FQ54A	FR54A	FS54A			
FQ55FA	FQ54A	FR54A	FS54A			
FQ55FB	FQ54A	FR54A	FS54A			
FQ55GA	FQ54A	FR54A	FS54A			
FQ55GB	FQ54A	FR54A	FS54A	FQ55GA		
FQ55GC	FQ54A	FR54A	FS54A	FQ55GA		
FQ56A	FQ54A		FS54A			
FQ56B	FQ54A		FS54A			
FQ57	FQ54A		FS54A			
FQ60B	FQ60A					
FQ61	FQ60A					
FQ62A	FQ60A	FQ61				
FQ62B	FQ60A	FQ61				
FQ62C	FQ60A	FQ61				
FQ62D	FQ60A	FQ61				
FQ62E	FQ60A	FQ61				
FQ62F	FQ60A	FQ61				
FQ62G	FQ60A	FQ61				
FQ62H	FQ60A	FQ61				
FQ62I	FQ60A	FQ61				
FQ62J	FQ60A	FQ61				
FQ62K	FQ60A	FQ61				
FQ62L	FQ60A	FQ61				
FQ63A	FQ60A	FQ61				
FQ63B	FQ60A	FQ61				
FQ63C	FQ60A	FQ61				
FQ63D	FQ60A	FQ61				
FQ63E	FQ60A	FQ61				
FQ63F	FQ60A	FQ61				
FQ63G	FQ60A	FQ61				
FQ63H	FQ60A	FQ61				
FQ65	FQ64					

```
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                FIRST FOLLOWUP ROUTING PATTERNS

CONTROLLED           CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


FQ66A    FQ64
FQ66B    FQ64      FQ66A    FR66A
FQ66C    FQ64      FQ66A    FR66A
FQ66D    FQ64      FQ66A    FR66A
FQ66E    FQ64      FQ66A    FR66A
FQ67A    FQ64      FQ66A    FR66A
FQ67B    FQ64      FQ66A    FR66A
FQ68     FQ64      FQ66A    FR66A
FQ69A    FQ64      FQ66A    FR66A    FQ68
FQ69B    FQ64      FQ66A    FR66A    FQ68
FQ69C    FQ64      FQ66A    FR66A    FQ68
FQ70A    FQ64      FQ66A    FR66A
FQ70B    FQ64      FQ66A    FR66A
FQ71A    FQ64      FQ66A    FR66A
FQ71B    FQ64      FQ66A    FR66A
FQ71C    FQ64      FQ66A    FR66A
FQ72     FQ64
FQ73A    FQ64
FQ73B    FQ64
FQ73C    FQ64
FQ73D    FQ64
FQ73E    FQ64
FQ73F    FQ64
FQ73G    FQ64
FQ73H    FQ64
FQ74A    FQ64
FQ74B    FQ64      FQ74A
FQ74C    FQ64      FQ74A
FQ75     FQ64      FQ74A
FQ76A    FQ64      FQ74A
FQ76B    FQ64      FQ74A
FQ76C    FQ64      FQ74A
FQ76D    FQ64      FQ74A
FQ76E    FQ64      FQ74A
FQ76F    FQ64      FQ74A
FQ76G    FQ64      FQ74A

FQ82AA   FQ81
FQ82AB   FQ81
FQ82AC   FQ81
FQ82B    FQ81
FQ82C    FQ81
FQ82DA   FQ81      FQ82C
FQ82DB   FQ81      FQ82C
FQ82DC   FQ81      FQ82C
FQ83AA   FQ81
FQ83AB   FQ81      FQ83AA
FQ83AC   FQ81      FQ83AA
FQ83AD   FQ81      FQ83AA
FQ83B    FQ81      FQ83AA
FQ83C    FQ81      FQ83AA
FQ83DA   FQ81      FQ83AA   FQ83C
```

```
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                FIRST FOLLOWUP ROUTING PATTERNS

CONTROLLED            CONTROLLING ROUTING QUESTIONS              C
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LFVEL 4   LEVEL 5  LEVEL 6


FQ83DB   FQ81     FQ83AA   FQ83C
FQ83DC   FQ81     FQ83AA   FQ83C
FQ84AA   FQ81     FQ53AA
FQ84AB   FQ81     FQ83AA   FQ84AA
FQ84AC   FQ81     FQ83AA   FQ84AA
FQ84AD   FQ81     FQ83AA   FQ84AA
FQ84B    FQ81     FQ83AA   FQ84AA
FQ84C    FQ81     FQ83AA   FQ84AA
FQ84DA   FQ81     FQ83AA   FQ84AA   FQ84C
FQ84DB   FQ81     FQ83AA   FQ84AA   FQ84C
FQ84DC   FQ81     FQ83AA   FQ84AA   FQ84C
```

```
                   FIRST FOLLOWUP ROUTING PATTERNS

ONTROLLED              CONTROLLING ROUTING QUESTIONS
 ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6
```

Appendix D.3

Second Follow-Up Routing Codes

```
                                STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1     ROUTING RANGE 2
--------  ----   ---------------     ---------------

SQ5              SQ6     - SQ7
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ9              SQ10    - SQ57
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ10             SQ11A   - SQ31
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ15A            SQ15B   - SQ15C
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ20A            SQ20B   - SQ20B
             1        BLANK
            21       PRESENT
             2        BLANK
            22       PRESENT
             3        BLANK
            23       PRESENT
             4        BLANK
            24       PRESENT
             5        BLANK
            25       PRESENT
             6        BLANK
            26       PRESENT
             7        BLANK
            27       PRESENT
             8        BLANK
            28       PRESENT
             9        BLANK
            29       PRESENT
            10        BLANK
            30       PRESENT
            11        BLANK
            31       PRESENT
            12        BLANK
            32       PRESENT
            13        BLANK
            33       PRESENT
            15        BLANK
            35       PRESENT
```

```
                                     STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1          ROUTING RANGE 2
--------  ----   ---------------          ---------------

SQ20A            SQ20B    - SQ20B
           14         PRESENT
           54          BLANK

SQ23BA           SQ23BB   - SQ23BC
           98          BLANK
           28         PRESENT
            2         PRESENT
           42          BLANK

SQ23CA           SQ23CB   - SQ23CC
           98          BLANK
           28         PRESENT
            3         PRESENT
           43          BLANK

SQ23DA           SQ23DB   - SQ23DB
           98          BLANK
           28         PRESENT
            4         PRESENT
           44          BLANK

SQ23EA           SQ23EB   - SQ23EB
           98          BLANK
           28         PRESENT
            5         PRESENT
           45          BLANK

SQ23FA           SQ23FB   - SQ23FB
           98          BLANK
           28         PRESENT
            6         PRESENT
           46          BLANK

SQ23GA           SQ23GB   - SQ23GC
           98          BLANK
           28         PRESENT
            7         PRESENT
           47          BLANK

SQ24             SQ25A    - SQ25J         SQ26     - SQ27U
            1          BLANK                   PRESENT
            2          BLANK                   PRESENT
           21         PRESENT                  PRESENT
           22         PRESENT                  PRESENT
           41          BLANK                    BLANK
           42          BLANK                    BLANK
           61         PRESENT                   BLANK
           62         PRESENT                   BLANK
            3          BLANK                    BLANK
           23         PRESENT                  PRESENT
            4         PRESENT                  PRESENT
           44          BLANK                    BLANK
```

```
                                  STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1      ROUTING RANGE 2
--------  ----   ---------------      ---------------

SQ26             SQ27A   - SQ27U
             1       BLANK
            21      PRESENT
             2      PRESENT
            42       BLANK

SQ28             SQ29    - SQ31
             1       BLANK
            21      PRESENT
             2      PRESENT
            42       BLANK

SQ32             SQ33A   - SQ37J
             1       BLANK
            21      PRESENT
             2      PRESENT
            42       BLANK

SQ35BA           SQ35BB  - SQ35BC
             1       BLANK
            21      PRESENT
             2      PRESENT
            42       BLANK

SQ36             SQ37A   - SQ37J
             1       BLANK
            21      PRESENT
             2      PRESENT
            42       BLANK
             3      PRESENT
            43       BLANK
             4      PRESENT
            44       BLANK

SQ41             SQ42A   - SQ43J
             1       BLANK
            21      PRESENT
             2       BLANK
            22      PRESENT
             3      PRESENT
            43       BLANK

SQ44BX           SQ44A   - SQ57
             1       BLANK
            21      PRESENT
            98      PRESENT
            48       BLANK

SQ46             SQ47A   - SQ48
             1       BLANK
            21      PRESENT
             2      PRESENT
            42       BLANK
```

```
                                  STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1      ROUTING RANGE 2
--------  ----   ---------------      ---------------

SQ49             SQ50A   - SQ51
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ52             SQ53A   - SQ54
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ55             SQ56A   - SQ57
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ58             SQ59A   - SQ65
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ60             SQ61    - SQ61
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

SQ66BA           SQ66BB  - SQ66BB
            98        BLANK
            28       PRESENT
             2       PRESENT
            42        BLANK

SQ66CA           SQ66CB  - SQ66CB
            98        BLANK
            28       PRESENT
             3       PRESENT
            43        BLANK

SQ66GA           SQ66GB  - SQ66GB
            98        BLANK
            28       PRESENT
             7       PRESENT
            47        BLANK

SQ67             SQ68    - SQ73
             1        BLANK
            21       PRESENT
             2        BLANK
            22       PRESENT
```

```
                                 STATUS OF DATA
QUESTION   CODE   ROUTING RANGE 1          ROUTING RANGE 2
--------   ----   ---------------          ---------------

SQ67              SQ68    - SQ73
              3       PRESENT
             43        BLANK

SQ68              SQ69A   - SQ69E
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

SQ71              SQ72    - SQ73
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK
              3       PRESENT
             43        BLANK
              4       PRESENT
             44        BLANK

SQ74              SQ75    - SQ90           SQ91ABX - SQ100A
              1        BLANK                  PRESENT
             21       PRESENT                 PRESENT
             41        BLANK                   BLANK
             61       PRESENT                  BLANK
              2       PRESENT
             42        BLANK

SQ75              SQ76A-D - SQ90           SQ91ABX - SQ100A
              1        BLANK                  PRESENT
             21       PRESENT                 PRESENT
             41        BLANK                   BLANK
             61       PRESENT                  BLANK
              2       PRESENT
             42        BLANK
              3       PRESENT
             43        BLANK

SQ76GA            SQ76GB  - SQ76GC
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

SQ80              SQ81A   - SQ84
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

SQ85              SQ86    - SQ87
              1        BLANK
             21       PRESENT
```

```
                               STATUS OF DATA
QUESTION  CODE  ROUTING RANGE 1       ROUTING RANGE 2
--------  ----  ---------------       ---------------

SQ85            SQ86    - SQ87
             2      BLANK
            22     PRESENT
             3     PRESENT
            43      BLANK

SQ88            SQ89    - SQ91B       SQ92     - SQ100A
             1      BLANK                PRESENT
            21     PRESENT               PRESENT
            41      BLANK                 BLANK
            61     PRESENT                BLANK
             2     PRESENT
            42      BLANK

SQ91ABX         SQ91AA  - SQ91B       SQ92     - SQ100A
             1      BLANK                PRESENT
            21     PRESENT               PRESENT
            41      BLANK                 BLANK
            61     PRESENT                BLANK
            98     PRESENT
            48      BLANK

SQ91B           SQ92    - SQ100A
             1      BLANK
            21     PRESENT
             2      BLANK
            22     PRESENT
             3     PRESENT
            43      BLANK
             4     PRESENT
            44      BLANK

SQ92            SQ93A-D - SQ96P
             1      BLANK
            21     PRESENT
             2     PRESENT
            42      BLANK

SQ100B          SQ101   - SQ101
             1      BLANK
            21     PRESENT
             2     PRESENT
            42      BLANK

SQ103           SQ104A  - SQ104L
             1      BLANK
            21     PRESENT
             2     PRESENT
            42      BLANK

SQ105           SQ106A  - SQ109
             1      BLANK
            21     PRESENT
```

		STATUS OF DATA	
QUESTION	CODE	ROUTING RANGE 1	ROUTING RANGE 2
SQ105		SQ106A - SQ109	
	2	BLANK	
	22	PRESENT	
	3	BLANK	
	23	PRESENT	
	4	PRESENT	
	44	BLANK	
SQ108BX		SQ108A-D- SQ109A-D	
	1	BLANK	
	21	PRESENT	
	98	PRESENT	
	48	BLANK	
SQ121		SQ122 - SQ130G	
	1	BLANK	
	21	PRESENT	
	2	BLANK	
	22	PRESENT	
	3	PRESENT	
	43	BLANK	
SQ124		SQ125 - SQ125	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	
SQ128A		SQ128B - SQ128C	SQ129 - SQ130G
	1	PRESENT	BLANK
	21	PRESENT	PRESENT
	41	BLANK	BLANK
	61	BLANK	PRESENT
	2	BLANK	PRESENT
	22	PRESENT	PRESENT
	42	BLANK	BLANK
	62	PRESENT	BLANK
SQ143		SQ144A - SQ144F	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	
	3	PRESENT	
	43	BLANK	
SQ145		SQ146A - SQ147	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	

```
                           STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1     ROUTING RANGE 2
--------  ----   ---------------     ---------------

SQ152A           SQ152C  - SQ152C
             1        BLANK
            21       PRESENT

SQ152B           SQ152C  - SQ152C
             2        BLANK
            22       PRESENT

SQ152C           SQ152A  - SQ152B
             3        BLANK
            23       PRESENT
```

Appendix D.4

Second Follow-Up Routing Patterns

SECOND FOLLOWUP ROUTING PATTERNS

CONTROLLED ITEMS	CONTROLLING ROUTING QUESTIONS LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
SQ6	SQ5					
SQ7	SQ5					
SQ10	SQ9					
SQ11A	SQ9	SQ10				
SQ11B	SQ9	SQ10				
SQ12	SQ9	SQ10				
SQ13	SQ9	SQ10				
SQ14A	SQ9	SQ10				
SQ14B	SQ9	SQ10				
SQ15A	SQ9	SQ10				
SQ15B	SQ9	SQ10	SQ15A			
SQ15C	SQ9	SQ10	SQ15A			
SQ16	SQ9	SQ10				
SQ17	SQ9	SQ10				
SQ18	SQ9	SQ10				
SQ19	SQ9	SQ10				
SQ20A	SQ9	SQ10				
SQ20B	SQ9	SQ10	SQ20A			
SQ21	SQ9	SQ10				
SQ22	SQ9	SQ10				
SQ23A	SQ9	SQ10				
SQ23BA	SQ9	SQ10				
SQ23BB	SQ9	SQ10	SQ23BA			
SQ23BC	SQ9	SQ10	SQ23BA			
SQ23CA	SQ9	SQ10				
SQ23CB	SQ9	SQ10	SQ23CA			
SQ23CC	SQ9	SQ10	SQ23CA			
SQ23DA	SQ9	SQ10				
SQ23DB	SQ9	SQ10	SQ23DA			
SQ23EA	SQ9	SQ10				
SQ23EB	SQ9	SQ10	SQ23EA			
SQ23FA	SQ9	SQ10				
SQ23FB	SQ9	SQ10	SQ23FA			
SQ23GA	SQ9	SQ10				
SQ23GB	SQ9	SQ10	SQ23GA			
SQ23GC	SQ9	SQ10	SQ23GA			
SQ24	SQ9	SQ10				
SQ25A	SQ9	SQ10	SQ24			
SQ25B	SQ9	SQ10	SQ24			
SQ25C	SQ9	SQ10	SQ24			
SQ25D	SQ9	SQ10	SQ24			
SQ25E	SQ9	SQ10	SQ24			
SQ25F	SQ9	SQ10	SQ24			
SQ25G	SQ9	SQ10	SQ24			
SQ25H	SQ9	SQ10	SQ24			
SQ25I	SQ9	SQ10	SQ24			
SQ25J	SQ9	SQ10	SQ24			
SQ26	SQ9	SQ10	SQ24			
SQ27A	SQ9	SQ10	SQ24	SQ26		
SQ27B	SQ9	SQ10	SQ24	SQ26		

SECOND FOLLOWUP ROUTING PATTERNS

CONTROLLED ITEMS	CONTROLLING ROUTING QUESTIONS LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
SQ27C	SQ9	SQ10	SQ24	SQ26		
SQ27D	SQ9	SQ10	SQ24	SQ26		
SQ27E	SQ9	SQ10	SQ24	SQ26		
SQ27F	SQ9	SQ10	SQ24	SQ26		
SQ27G	SQ9	SQ10	SQ24	SQ26		
SQ27H	SQ9	SQ10	SQ24	SQ26		
SQ27I	SQ9	SQ10	SQ24	SQ26		
SQ27J	SQ9	SQ10	SQ24	SQ26		
SQ27K	SQ9	SQ10	SQ24	SQ26		
SQ27L	SQ9	SQ10	SQ24	SQ26		
SQ27M	SQ9	SQ10	SQ24	SQ26		
SQ27N	SQ9	SQ10	SQ24	SQ26		
SQ27O	SQ9	SQ10	SQ24	SQ26		
SQ27P	SQ9	SQ10	SQ24	SQ26		
SQ27Q	SQ9	SQ10	SQ24	SQ26		
SQ27R	SQ9	SQ10	SQ24	SQ26		
SQ27S	SQ9	SQ10	SQ24	SQ26		
SQ27T	SQ9	SQ10	SQ24	SQ26		
SQ27U	SQ9	SQ10	SQ24	SQ26		
SQ28	SQ9	SQ10				
SQ29	SQ9	SQ10	SQ28			
SQ30	SQ9	SQ10	SQ28			
SQ31	SQ9	SQ10	SQ28			
SQ32	SQ9					
SQ33A	SQ9	SQ32				
SQ33B	SQ9	SQ32				
SQ34	SQ9	SQ32				
SQ35AA	SQ9	SQ32				
SQ35AB	SQ9	SQ32				
SQ35BA	SQ9	SQ32				
SQ35BB	SQ9	SQ32	SQ35BA			
SQ35BC	SQ9	SQ32	SQ35BA			
SQ36	SQ9	SQ32				
SQ37A	SQ9	SQ32	SQ36			
SQ37B	SQ9	SQ32	SQ36			
SQ37C	SQ9	SQ32	SQ36			
SQ37D	SQ9	SQ32	SQ36			
SQ37E	SQ9	SQ32	SQ36			
SQ37F	SQ9	SQ32	SQ36			
SQ37G	SQ9	SQ32	SQ36			
SQ37H	SQ9	SQ32	SQ36			
SQ37I	SQ9	SQ32	SQ36			
SQ37J	SQ9	SQ32	SQ36			
SQ38A	SQ9					
SQ38B	SQ9					
SQ38C	SQ9					
SQ38D	SQ9					
SQ38E	SQ9					
SQ38F	SQ9					
SQ38G	SQ9					
SQ38H	SQ9					
SQ38I	SQ9					

```
          SECOND FOLLOWUP ROUTING PATTERNS

CONTROLLED         CONTROLLING ROUTING QUESTIONS
  ITEMS   LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6

SQ39      SQ9
SQ40      SQ9
SQ41      SQ9
SQ42A     SQ9      SQ41
SQ42B     SQ9      SQ41
SQ42C     SQ9      SQ41
SQ43A     SQ9      SQ41
SQ43B     SQ9      SQ41
SQ43C     SQ9      SQ41
SQ43D     SQ9      SQ41
SQ43E     SQ9      SQ41
SQ43F     SQ9      SQ41
SQ43G     SQ9      SQ41
SQ43H     SQ9      SQ41
SQ43I     SQ9      SQ41
SQ43J     SQ9      SQ41
SQ44BX    SQ9
SQ44A     SQ9      SQ44BX
SQ44B     SQ9      SQ44BX
SQ44C     SQ9      SQ44BX
SQ44D     SQ9      SQ44BX
SQ44E     SQ9      SQ44BX
SQ44FA    SQ9      SQ44BX
SQ44FB    SQ9      SQ44BX
SQ44FC    SQ9      SQ44BX
SQ45      SQ9      SQ44BX
SQ46      SQ9      SQ44BX
SQ47A     SQ9      SQ44BX   SQ46
SQ47B     SQ9      SQ44BX   SQ46
SQ47C     SQ9      SQ44BX   SQ46
SQ47D     SQ9      SQ44BX   SQ46
SQ47E     SQ9      SQ44BX   SQ46
SQ47F     SQ9      SQ44BX   SQ46
SQ47G     SQ9      SQ44BX   SQ46
SQ47H     SQ9      SQ44BX   SQ46
SQ47I     SQ9      SQ44BX   SQ46
SQ47J     SQ9      SQ44BX   SQ46
SQ47K     SQ9      SQ44BX   SQ46
SQ47L     SQ9      SQ44BX   SQ46
SQ47M     SQ9      SQ44BX   SQ46
SQ47N     SQ9      SQ44BX   SQ46
SQ47O     SQ9      SQ44BX   SQ46
SQ47P     SQ9      SQ44BX   SQ46
SQ48      SQ9      SQ44BX   SQ46
SQ49      SQ9      SQ44BX
SQ50A     SQ9      SQ44BX   SQ49
SQ50B     SQ9      SQ44BX   SQ49
SQ50C     SQ9      SQ44BX   SQ49
SQ50D     SQ9      SQ44BX   SQ49
SQ50E     SQ9      SQ44BX   SQ49
SQ50F     SQ9      SQ44BX   SQ49
SQ50G     SQ9      SQ44BX   SQ49
```

```
          SECOND FOLLOWUP ROUTING PATTERNS

CONTROLLED         CONTROLLING ROUTING QUESTIONS
  ITEMS   LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6

SQ50H     SQ9      SQ44BX   SQ49
SQ50I     SQ9      SQ44BX   SQ49
SQ50J     SQ9      SQ44BX   SQ49
SQ51      SQ9      SQ44BX   SQ49
SQ52      SQ9      SQ44BX
SQ53A     SQ9      SQ44BX   SQ52
SQ53B     SQ9      SQ44BX   SQ52
SQ53C     SQ9      SQ44BX   SQ52
SQ54      SQ9      SQ44BX   SQ52
SQ55      SQ9      SQ44BX
SQ56A     SQ9      SQ44BX   SQ55
SQ56B     SQ9      SQ44BX   SQ55
SQ56C     SQ9      SQ44BX   SQ55
SQ57      SQ9      SQ44BX   SQ55

SQ59A     SQ58
SQ59B     SQ58
SQ59C     SQ58
SQ59D     SQ58
SQ59E     SQ58
SQ59F     SQ58
SQ59G     SQ58
SQ59H     SQ58
SQ59I     SQ58
SQ59J     SQ58
SQ59K     SQ58
SQ59L     SQ58
SQ59M     SQ58
SQ60      SQ58
SQ61      SQ58     SQ60
SQ62      SQ58
SQ63      SQ58
SQ64      SQ58
SQ65      SQ58

SQ66BB    SQ66BA

SQ66CB    SQ66CA

SQ66GB    SQ66GA

SQ68      SQ67
SQ69A     SQ67     SQ68
SQ69B     SQ67     SQ68
SQ69C     SQ67     SQ68
SQ69D     SQ67     SQ68
SQ69E     SQ67     SQ68
SQ70      SQ67
SQ71      SQ67
SQ72      SQ67     SQ71
SQ73      SQ67     SQ71
```

SECOND FOLLOWUP ROUTING PATTERNS

CONTROLLED ITEMS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		CONTROLLING ROUTING QUESTIONS				
SQ75	SQ74					
SQ76A-D	SQ74	SQ75				
SQ76E	SQ74	SQ75				
SQ76FA	SQ74	SQ75				
SQ76FB	SQ74	SQ75				
SQ76GA	SQ74	SQ75				
SQ76GB	SQ74	SQ75	SQ76GA			
SQ76GC	SQ74	SQ75	SQ76GA			
SQ77	SQ74	SQ75				
SQ78	SQ74	SQ75				
SQ79A	SQ74	SQ75				
SQ79B	SQ74	SQ75				
SQ79C	SQ74	SQ75				
SQ79D	SQ74	SQ75				
SQ79E	SQ74	SQ75				
SQ79F	SQ74	SQ75				
SQ79G	SQ74	SQ75				
SQ79H	SQ74	SQ75				
SQ79I	SQ74	SQ75				
SQ79J	SQ74	SQ75				
SQ79K	SQ74	SQ75				
SQ80	SQ74	SQ75				
SQ81A	SQ74	SQ75	SQ80			
SQ81B	SQ74	SQ75	SQ80			
SQ81C	SQ74	SQ75	SQ80			
SQ81D	SQ74	SQ75	SQ80			
SQ81E	SQ74	SQ75	SQ80			
SQ81F	SQ74	SQ75	SQ80			
SQ82A	SQ74	SQ75	SQ80			
SQ82B	SQ74	SQ75	SQ80			
SQ82C	SQ74	SQ75	SQ80			
SQ82D	SQ74	SQ75	SQ80			
SQ82E	SQ74	SQ75	SQ80			
SQ82F	SQ74	SQ75	SQ80			
SQ82G	SQ74	SQ75	SQ80			
SQ82H	SQ74	SQ75	SQ80			
SQ82I	SQ74	SQ75	SQ80			
SQ83	SQ74	SQ75	SQ80			
SQ84	SQ74	SQ75	SQ80			
SQ85	SQ74	SQ75				
SQ86	SQ74	SQ75	SQ85			
SQ87	SQ74	SQ75	SQ85			
SQ88	SQ74	SQ75				
SQ89	SQ74	SQ75	SQ88			
SQ90	SQ74	SQ75	SQ88			
SQ91ABX	SQ74	SQ75	SQ88			
SQ91AA	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AB	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AC	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AD	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AE	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AF	SQ74	SQ75	SQ88	SQ91ABX		

SECOND FOLLOWUP ROUTING PATTERNS

CONTROLLED ITEMS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		CONTROLLING ROUTING QUESTIONS				
SQ91AG	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AH	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AI	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AJ	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AK	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AL	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AM	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AN	SQ74	SQ75	SQ88	SQ91ABX		
SQ91AO	SQ74	SQ75	SQ88	SQ91ABX		
SQ91B	SQ74	SQ75	SQ88	SQ91ABX		
SQ92	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	
SQ93A-D	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ93EA	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ93EB	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ93FA	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ93FB	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ94	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ95	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96A	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96B	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96C	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96D	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96E	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96F	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96G	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96H	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96I	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96J	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96K	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96L	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96M	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96N	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96O	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ96P	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	SQ92
SQ97	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	
SQ98	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	
SQ99	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	
SQ100A	SQ74	SQ75	SQ88	SQ91ABX	SQ91B	
SQ101	SQ100B					
SQ104A	SQ103					
SQ104B	SQ103					
SQ104C	SQ103					
SQ104D	SQ103					
SQ104E	SQ103					
SQ104F	SQ103					
SQ104G	SQ103					
SQ104H	SQ103					
SQ104I	SQ103					
SQ104J	SQ103					
SQ104K	SQ103					

```
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               SECOND FOLLOWUP ROUTING PATTERNS

CONTROLLED            CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


SQ104L   SQ103

SQ106A   SQ105
SQ106B   SQ105
SQ107A   SQ105
SQ107B   SQ105
SQ107C   SQ105
SQ107D   SQ105
SQ107E   SQ105
SQ107F   SQ105
SQ107G   SQ105
SQ108BX  SQ105
SQ108A-D SQ105    SQ108BX
SQ109    SQ105

SQ122    SQ121
SQ123A   SQ121
SQ123B   SQ121
SQ124    SQ121
SQ125    SQ121    SQ124
SQ126A   SQ121
SQ126B   SQ121
SQ127A   SQ121
SQ127B   SQ121
SQ127C   SQ121
SQ128A   SQ121
SQ128B   SQ121    SQ128A
SQ128C   SQ121    SQ128A
SQ129    SQ121    SQ128A
SQ130A   SQ121    SQ128A
SQ130B   SQ121    SQ128A
SQ130C   SQ121    SQ128A
SQ130D   SQ121    SQ128A
SQ130E   SQ121    SQ128A
SQ130F   SQ121    SQ128A
SQ130G   SQ121    SQ128A

SQ144A   SQ143
SQ144B   SQ143
SQ144C   SQ143
SQ144D   SQ143
SQ144E   SQ143
SQ144F   SQ143

SQ146A   SQ145
SQ146B   SQ145
SQ147    SQ145

SQ152A   SQ152C
SQ152B   SQ152C
SQ152C   SQ152A   SQ152B
```

```
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                     SECOND FOLLOWUP ROUTING PATTERNS

   CONTROLLED            CONTROLLING ROUTING QUESTIONS
      ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6
```

Appendix D.5

Third Follow-Up Routing Codes

		STATUS OF DATA	
QUESTION	CODE	ROUTING RANGE 1	ROUTING RANGE 2
TQ5		TQ6 - TQ7	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	
TQ10		TQ11A - TQ12	TQ13A-D - TQ31
	1	BLANK	PRESENT
	2	BLANK	PRESENT
	3	BLANK	PRESENT
	21	PRESENT	PRESENT
	22	PRESENT	PRESENT
	23	PRESENT	PRESENT
	41	BLANK	BLANK
	42	BLANK	BLANK
	43	BLANK	BLANK
	61	PRESENT	BLANK
	62	PRESENT	BLANK
	63	PRESENT	BLANK
	4	PRESENT	BLANK
	24	PRESENT	PRESENT
	44	BLANK	BLANK
	64	BLANK	PRESENT
TQ13GA		TQ13GB - TQ13GC	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	
TQ22		TQ23A - TQ26	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	
TQ27		TQ28 - TQ28	
	1	BLANK	
	21	PRESENT	
	2	BLANK	
	22	PRESENT	
	3	PRESENT	
	43	BLANK	
TQ29		TQ30 - TQ31	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	
TQ32		TQ33 - TQ33	TQ34 - TQ40
	1	BLANK	PRESENT
	2	BLANK	PRESENT

```
                                      STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1        ROUTING RANGE 2
--------  ----   ---------------        ---------------

TQ32             TQ33    - TQ33         TQ34    - TQ40
             3      BLANK                  PRESENT
            21     PRESENT                 PRESENT
            22     PRESENT                 PRESENT
            23     PRESENT                 PRESENT
            41      BLANK                   BLANK
            42      BLANK                   BLANK
            43      BLANK                   BLANK
            61     PRESENT                  BLANK
            62     PRESENT                  BLANK
            63     PRESENT                  BLANK
             4     PRESENT                  BLANK
            24     PRESENT                 PRESENT
            44      BLANK                   BLANK
            64      BLANK                  PRESENT

TQ34             TQ35A-D - TQ35FB
             1      BLANK
            21     PRESENT
             2     PRESENT
            42      BLANK
             3     PRESENT
            43      BLANK

TQ38A            TQ38B   - TQ39U
             1      BLANK
            21     PRESENT
             2     PRESENT
            42      BLANK

TQ43NY           TQ43A   - TQ43B
             1      BLANK
            21     PRESENT
             2     PRESENT
            42      BLANK

TQ47             TQ48AA  - TQ48GD
             1      BLANK
            21     PRESENT
             2     PRESENT
            42      BLANK

TQ48AA           TQ48AB  - TQ48AD
            98      BLANK
            28     PRESENT
             1     PRESENT
            41      BLANK

TQ48BA           TQ48BB  - TQ48BD
            98      BLANK
            28     PRESENT
             2     PRESENT
            42      BLANK
```

```
                                  STATUS OF DATA
QUESTION   CODE   ROUTING RANGE 1       ROUTING RANGE 2
--------   ----   ---------------       ---------------

TQ48CA            TQ48CB   - TQ48CD
             98        BLANK
             28       PRESENT
              3       PRESENT
             43        BLANK

TQ48DA            TQ48DB   - TQ48DD
             98        BLANK
             28       PRESENT
              4       PRESENT
             44        BLANK

TQ48EA            TQ48EB   - TQ48ED
             98        BLANK
             28       PRESENT
              5       PRESENT
             45        BLANK

TQ48FA            TQ48FB   - TQ48FD
             98        BLANK
             28       PRESENT
              6       PRESENT
             46        BLANK

TQ48GA            TQ48GB   - TQ48GD
             98        BLANK
             28       PRESENT
              7       PRESENT
             47        BLANK

TQ51              TQ52     - TQ97EB
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

TQ52              TQ53FICE- TQ65
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

TQ56A             TQ56B    - TQ56C
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK

TQ57              TQ58A    - TQ58J
              1        BLANK
             21       PRESENT
              2        BLANK
             22       PRESENT
```

```
                                   STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1      ROUTING RANGE 2
--------  ----   ---------------      ---------------

TQ57             TQ58A   - TQ58J
             3       PRESENT
            43        BLANK

TQ62             TQ62FS  - TQ62FS
             1        BLANK
            21       PRESENT
             2        BLANK
            22       PRESENT
             3        BLANK
            23       PRESENT
             4        BLANK
            24       PRESENT
             5        BLANK
            25       PRESENT
             6        BLANK
            26       PRESENT
             7        BLANK
            27       PRESENT
             8        BLANK
            28       PRESENT
             9        BLANK
            29       PRESENT
            10        BLANK
            30       PRESENT
            11        BLANK
            31       PRESENT
            12        BLANK
            32       PRESENT
            13        BLANK
            33       PRESENT
            14        BLANK
            34       PRESENT
            16        BLANK
            36       PRESENT
            15       PRESENT
            55        BLANK

TQ64BA           TQ64BB  - TQ64BB
            98        BLANK
            28       PRESENT
             2       PRESENT
            42        BLANK

TQ64CA           TQ64CB  - TQ64CB
            98        BLANK
            28       PRESENT
             3       PRESENT
            43        BLANK

TQ64IA           TQ64IB  - TQ64IB
            98        BLANK
            28       PRESENT
```

```
                                      STATUS OF DATA
QUESTION   CODE   ROUTING RANGE 1        ROUTING RANGE 2
--------   ----   ---------------        ---------------

TQ64IA            TQ64IB   - TQ64IB
              9       PRESENT
             49        BLANK

TQ64JA            TQ64JB   - TQ64JB
             98        BLANK
             28       PRESENT
             10       PRESENT
             50        BLANK

TQ66              TQ67FICE- TQ69B        TQ70     - TQ78
              1        BLANK                  BLANK
             21       PRESENT                 BLANK
             21        BLANK                 PRESENT
             21       PRESENT                PRESENT
              2        BLANK                 PRESENT
             22       PRESENT                PRESENT
             42        BLANK                  BLANK
             62       PRESENT                 BLANK
              3       PRESENT                PRESENT
             43        BLANK                 PRESENT
             43       PRESENT                 BLANK
             43        BLANK                  BLANK

TQ73              TQ74     - TQ76
              1        BLANK
             21       PRESENT
              2       PRESENT
             42        BLANK
              3       PRESENT
             43        BLANK

TQ75              TQ75FS   - TQ75FS
              1        BLANK
             21       PRESENT
              2        BLANK
             22       PRESENT
              3        BLANK
             23       PRESENT
              4        BLANK
             24       PRESENT
              5        BLANK
             25       PRESENT
              6        BLANK
             26       PRESENT
              7        BLANK
             27       PRESENT
              8        BLANK
             28       PRESENT
              9        BLANK
             29       PRESENT
             10        BLANK
             30       PRESENT
```

```
                                          STATUS OF DATA
QUESTION   CODE    ROUTING RANGE 1         ROUTING RANGE 2
--------   ----    ---------------         ---------------

TQ75               TQ75FS  - TQ75FS
            11          BLANK
            31        PRESENT
            12          BLANK
            32        PRESENT
            13          BLANK
            33        PRESENT
            14          BLANK
            34        PRESENT
            16          BLANK
            36        PRESENT
            15        PRESENT
            55          BLANK

TQ77BA             TQ77BB  - TQ77BB
            98          BLANK
            28        PRESENT
             2        PRESENT
            42          BLANK

TQ77CA             TQ77CB  - TQ77CB
            98          BLANK
            28        PRESENT
             3        PRESENT
            43          BLANK

TQ77IA             TQ77IB  - TQ77IB
            98          BLANK
            28        PRESENT
             9        PRESENT
            49          BLANK

TQ77JA             TQ77JB  - TQ77JB
            98          BLANK
            28        PRESENT
            10        PRESENT
            50          BLANK

TQ79               TQ80A   - TQ80K
             1          BLANK
            21        PRESENT
             2        PRESENT
            42          BLANK

TQ81               TQ82A   - TQ82O
             1          BLANK
            21        PRESENT
             2        PRESENT
            42          BLANK

TQ83               TQ84A   - TQ84K
             1          BLANK
            21        PRESENT
```

```
                                  STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1       ROUTING RANGE 2
--------  ----   ---------------       ---------------

TQ83             TQ84A   - TQ84K
             2        PRESENT
            42         BLANK
             3        PRESENT
            43         BLANK
             4        PRESENT
            44         BLANK

TQ86             TQ87A   - TQ87C
             1         BLANK
            21        PRESENT
             2         BLANK
            22        PRESENT
             3        PRESENT
            43         BLANK

TQ88AA           TQ88AB  - TQ88AB
             1        PRESENT
            41         BLANK
             2         BLANK
            22        PRESENT

TQ88BA           TQ88BB  - TQ88BB
             1        PRESENT
            41         BLANK
             2         BLANK
            22        PRESENT

TQ90             TQ91AA  - TQ91KB
             1         BLANK
            21        PRESENT
             2        PRESENT
            42         BLANK
             3        PRESENT
            43         BLANK
             4        PRESENT
            44         BLANK

TQ92             TQ93AA  - TQ93IB
             1         BLANK
            21        PRESENT
             2        PRESENT
            42         BLANK
             3        PRESENT
            43         BLANK
             4        PRESENT
            44         BLANK

TQ94             TQ95AA  - TQ95DB
             1         BLANK
            21        PRESENT
             2        PRESENT
            42         BLANK
```

```
                                    STATUS OF DATA
QUESTION  CODE   ROUTING RANGE 1         ROUTING RANGE 2
--------  ----   ---------------         ---------------

TQ94             TQ95AA  - TQ95DB
             3       PRESENT
            43        BLANK
             4       PRESENT
            44        BLANK

TQ96             TQ97AA  - TQ97EB
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK
             3       PRESENT
            43        BLANK
             4       PRESENT
            44        BLANK

TQ98             TQ99A   - TQ100K
             1        BLANK
            21       PRESENT
             2        BLANK
            22       PRESENT
             3       PRESENT
            43        BLANK

TQ101            TQ102   - TQ107J
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

TQ102            TQ103AIN- TQ103CD
             1        BLANK
            21       PRESENT
             2       PRESENT
            42        BLANK

TQ103AIN         TQ103AFC- TQ103AD
             1       PRESENT
            41        BLANK
            98        BLANK
            28       PRESENT

TQ103BIN         TQ103BFC- TQ103BD
             1       PRESENT
            41        BLANK
            98        BLANK
            28       PRESENT

TQ103CIN         TQ103CFC- TQ103CD
             1       PRESENT
            41        BLANK
            98        BLANK
            28       PRESENT
```

```
                                    STATUS OF DATA
QUESTION   CODE    ROUTING RANGE 1        ROUTING RANGE 2
--------   ----    ---------------        ---------------

TQ104              TQ105A  - TQ105L       TQ106A  - TQ107J
              1         BLANK                 PRESENT
              2         BLANK                 PRESENT
             21        PRESENT                PRESENT
             22        PRESENT                PRESENT
             41         BLANK                  BLANK
             42         BLANK                  BLANK
             61        PRESENT                 BLANK
             62        PRESENT                 BLANK
              3        PRESENT                 BLANK
             23        PRESENT                PRESENT
             43         BLANK                  BLANK
             63         BLANK                 PRESENT

TQ108              TQ109A  - TQ115
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

TQ110              TQ111   - TQ111
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

TQ116              TQ117   - TQ117
              1         BLANK
             21        PRESENT
              2         BLANK
             22        PRESENT
              3        PRESENT
             43         BLANK

TQ118              TQ119   - TQ128H
              1         BLANK
             21        PRESENT
              2         BLANK
             22        PRESENT
              3        PRESENT
             43         BLANK

TQ121              TQ122   - TQ122
              1         BLANK
             21        PRESENT
              2        PRESENT
             42         BLANK

TQ126A             TQ126B  - TQ126C       TQ127   - TQ128H
              1        PRESENT                 BLANK
             21        PRESENT                PRESENT
             41         BLANK                  BLANK
             61         BLANK                 PRESENT
```

		STATUS OF DATA	
QUESTION	CODE	ROUTING RANGE 1	ROUTING RANGE 2
TQ126A		TQ126B - TQ126C	TQ127 - TQ128H
	2	BLANK	PRESENT
	22	PRESENT	PRESENT
	42	BLANK	BLANK
	62	PRESENT	BLANK
TQ129		TQ130A - TQ136H	
	1	BLANK	
	21	PRESENT	
	2	BLANK	
	22	PRESENT	
	3	PRESENT	
	43	BLANK	
	4	PRESENT	
	44	BLANK	
TQ131BOX		TQ131A - TQ135	
	1	BLANK	
	21	PRESENT	
	98	PRESENT	
	48	BLANK	
TQ132BOX		TQ132A-D- TQ134	
	1	BLANK	
	21	PRESENT	
	98	PRESENT	
	48	BLANK	
TQ136BOX		TQ136A - TQ136H	
	1	BLANK	
	21	PRESENT	
	98	PRESENT	
	48	BLANK	
TQ144		TQ145A - TQ146	
	1	BLANK	
	21	PRESENT	
	2	PRESENT	
	42	BLANK	

Appendix D.6

Third Follow-Up Routing Patterns

THIRD FOLLOWUP ROUTING PATTERNS

CONTROLLED	CONTROLLING ROUTING QUESTIONS					
ITEMS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
TQ6	TQ5					
TQ7	TQ5					
TQ11A	TQ10					
TQ11B	TQ10					
TQ11C	TQ10					
TQ11D	TQ10					
TQ11E	TQ10					
TQ11F	TQ10					
TQ11G	TQ10					
TQ11H	TQ10					
TQ11I	TQ10					
TQ11J	TQ10					
TQ11K	TQ10					
TQ11L	TQ10					
TQ11M	TQ10					
TQ12	TQ10					
TQ13A-D	TQ10					
TQ13E	TQ10					
TQ13FA	TQ10					
TQ13FB	TQ10					
TQ13GA	TQ10					
TQ13GB	TQ10	TQ13GA				
TQ13GC	TQ10	TQ13GA				
TQ14A	TQ10					
TQ14B	TQ10					
TQ14C	TQ10					
TQ14D	TQ10					
TQ14E	TQ10					
TQ14F	TQ10					
TQ14G	TQ10					
TQ14H	TQ10					
TQ14I	TQ10					
TQ14J	TQ10					
TQ14K	TQ10					
TQ14L	TQ10					
TQ15	TQ10					
TQ16	TQ10					
TQ17A	TQ10					
TQ17B	TQ10					
TQ17C	TQ10					
TQ17D	TQ10					
TQ18A	TQ10					
TQ18B	TQ10					
TQ19	TQ10					
TQ20	TQ10					
TQ21A	TQ10					
TQ21B	TQ10					
TQ21C	TQ10					
TQ21D	TQ10					
TQ21E	TQ10					
TQ21F	TQ10					
TQ21G	TQ10					
TQ21H	TQ10					
TQ21I	TQ10					
TQ21J	TQ10					
TQ21K	TQ10					
TQ22	TQ10					
TQ23A	TQ10	TQ22				
TQ23B	TQ10	TQ22				
TQ23C	TQ10	TQ22				
TQ23D	TQ10	TQ22				
TQ23E	TQ10	TQ22				
TQ23F	TQ10	TQ22				
TQ24A	TQ10	TQ22				
TQ24B	TQ10	TQ22				
TQ24C	TQ10	TQ22				
TQ24D	TQ10	TQ22				
TQ24E	TQ10	TQ22				
TQ24F	TQ10	TQ22				
TQ24G	TQ10	TQ22				
TQ24H	TQ10	TQ22				
TQ24I	TQ10	TQ22				
TQ25	TQ10	TQ22				
TQ26	TQ10	TQ22				
TQ27	TQ10					
TQ28	TQ10	TQ27				
TQ29	TQ10					
TQ30	TQ10	TQ29				
TQ31	TQ10	TQ29				
TQ33	TQ32					
TQ34	TQ32					
TQ35A-D	TQ32	TQ34				
TQ35E	TQ32	TQ34				
TQ35FA	TQ32	TQ34				
TQ35FB	TQ32	TQ34				
TQ36	TQ32					
TQ37	TQ32					
TQ38A	TQ32					
TQ38B	TQ32	TQ38A				
TQ38C	TQ32	TQ38A				
TQ39A	TQ32	TQ38A				
TQ39B	TQ32	TQ38A				
TQ39C	TQ32	TQ38A				
TQ39D	TQ32	TQ38A				
TQ39E	TQ32	TQ38A				
TQ39F	TQ32	TQ38A				
TQ39G	TQ32	TQ38A				
TQ39H	TQ32	TQ38A				
TQ39I	TQ32	TQ38A				
TQ39J	TQ32	TQ38A				
TQ39K	TQ32	TQ38A				

```
             THIRD FOLLOWUP ROUTING PATTERNS

CONTROLLED          CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


TQ39L    TQ32     TQ38A
TQ39M    TQ32     TQ38A
TQ39N    TQ32     TQ38A
TQ39O    TQ32     TQ38A
TQ39P    TQ32     TQ38A
TQ39Q    TQ32     TQ38A
TQ39R    TQ32     TQ38A
TQ39S    TQ32     TQ38A
TQ39T    TQ32     TQ38A
TQ39U    TQ32     TQ38A
TQ40     TQ32

TQ43A    TQ43NY
TQ43B    TQ43NY

TQ48AA   TQ47
TQ48AB   TQ47     TQ48AA
TQ48AC   TQ47     TQ48AA
TQ48AD   TQ47     TQ48AA
TQ48BA   TQ47
TQ48BB   TQ47     TQ48BA
TQ48BC   TQ47     TQ48BA
TQ48BD   TQ47     TQ48BA
TQ48CA   TQ47
TQ48CB   TQ47     TQ48CA
TQ48CC   TQ47     TQ48CA
TQ48CD   TQ47     TQ48CA
TQ48DA   TQ47
TQ48DB   TQ47     TQ48DA
TQ48DC   TQ47     TQ48DA
TQ48DD   TQ47     TQ48DA
TQ48EA   TQ47
TQ48EB   TQ47     TQ48EA
TQ48EC   TQ47     TQ48EA
TQ48ED   TQ47     TQ48EA
TQ48FA   TQ47
TQ48FB   TQ47     TQ48FA
TQ48FC   TQ47     TQ48FA
TQ48FD   TQ47     TQ48FA
TQ48GA   TQ47
TQ48GB   TQ47     TQ48GA
TQ48GC   TQ47     TQ48GA
TQ48GD   TQ47     TQ48GA

TQ52     TQ51
TQ53FICE TQ51     TQ52
TQ53B    TQ51     TQ52
TQ53C    TQ51     TQ52
TQ54     TQ51     TQ52
TQ55A    TQ51     TQ52
TQ55B    TQ51     TQ52
TQ56A    TQ51     TQ52
```

```
             THIRD FOLLOWUP ROUTING PATTERNS

CONTROLLED          CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


TQ56B    TQ51     TQ52     TQ56A
TQ56C    TQ51     TQ52     TQ56A
TQ57     TQ51     TQ52
TQ58A    TQ51     TQ52     TQ57
TQ58B    TQ51     TQ52     TQ57
TQ58C    TQ51     TQ52     TQ57
TQ58D    TQ51     TQ52     TQ57
TQ58E    TQ51     TQ52     TQ57
TQ58F    TQ51     TQ52     TQ57
TQ58G    TQ51     TQ52     TQ57
TQ58H    TQ51     TQ52     TQ57
TQ58I    TQ51     TQ52     TQ57
TQ58J    TQ51     TQ52     TQ57
TQ59     TQ51     TQ52
TQ60     TQ51     TQ52
TQ61     TQ51     TQ52
TQ62     TQ51     TQ52
TQ62FS   TQ51     TQ52     TQ62
TQ63     TQ51     TQ52
TQ64A    TQ51     TQ52
TQ64BA   TQ51     TQ52
TQ64BB   TQ51     TQ52     TQ64BA
TQ64CA   TQ51     TQ52
TQ64CB   TQ51     TQ52     TQ64CA
TQ64D    TQ51     TQ52
TQ64E    TQ51     TQ52
TQ64F    TQ51     TQ52
TQ64G    TQ51     TQ52
TQ64H    TQ51     TQ52
TQ64IA   TQ51     TQ52
TQ64IB   TQ51     TQ52     TQ64IA
TQ64JA   TQ51     TQ52
TQ64JB   TQ51     TQ52     TQ64JA
TQ65     TQ51     TQ52
TQ66     TQ51
TQ67FICE TQ51     TQ66
TQ67B    TQ51     TQ66
TQ67C    TQ51     TQ66
TQ68     TQ51     TQ66
TQ69A    TQ51     TQ66
TQ69B    TQ51     TQ66
TQ70     TQ51     TQ66
TQ71     TQ51     TQ66
TQ72     TQ51     TQ66
TQ73     TQ51     TQ66
TQ74     TQ51     TQ66     TQ73
TQ75     TQ51     TQ66     TQ73
TQ75FS   TQ51     TQ66     TQ73     TQ75
TQ76     TQ51     TQ66     TQ73
TQ77A    TQ51     TQ66
TQ77BA   TQ51     TQ66
TQ77BB   TQ51     TQ66     TQ77BA
```

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01/30/78    16:04     STATISTICS RESEARCH DIVISION

                THIRD FOLLOWUP ROUTING PATTERNS

CONTROLLED            CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL


TQ77CA   TQ51     TQ66
TQ77CB   TQ51     TQ66     TQ77CA
TQ77D    TQ51     TQ66
TQ77E    TQ51     TQ66
TQ77F    TQ51     TQ66
TQ77G    TQ51     TQ66
TQ77H    TQ51     TQ66
TQ77IA   TQ51     TQ66
TQ77IB   TQ51     TQ66     TQ77IA
TQ77JA   TQ51     TQ66
TQ77JB   TQ51     TQ66     TQ77JA
TQ78     TQ51     TQ66
TQ79     TQ51
TQ80A    TQ51     TQ79
TQ80B    TQ51     TQ79
TQ80C    TQ51     TQ79
TQ80D    TQ51     TQ79
TQ80E    TQ51     TQ79
TQ80F    TQ51     TQ79
TQ80G    TQ51     TQ79
TQ80H    TQ51     TQ79
TQ80I    TQ51     TQ79
TQ80J    TQ51     TQ79
TQ80K    TQ51     TQ79
TQ81     TQ51
TQ82A    TQ51     TQ81
TQ82B    TQ51     TQ81
TQ82C    TQ51     TQ81
TQ82D    TQ51     TQ81
TQ82E    TQ51     TQ81
TQ82F    TQ51     TQ81
TQ82G    TQ51     TQ81
TQ82H    TQ51     TQ81
TQ82I    TQ51     TQ81
TQ82J    TQ51     TQ81
TQ82K    TQ51     TQ81
TQ82L    TQ51     TQ81
TQ82M    TQ51     TQ81
TQ82N    TQ51     TQ81
TQ82O    TQ51     TQ81
TQ83     TQ51
TQ84A    TQ51     TQ83
TQ84B    TQ51     TQ83
TQ84C    TQ51     TQ83
TQ84D    TQ51     TQ83
TQ84E    TQ51     TQ83
TQ84F    TQ51     TQ83
TQ84G    TQ51     TQ83
TQ84H    TQ51     TQ83
TQ84I    TQ51     TQ83
TQ84J    TQ51     TQ83
TQ84K    TQ51     TQ83
```

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     RESEARCH TRIANGLE INSTITUTE        (PRNTRANG)   PAGE      3
                                  THIRD FOLLOWUP ROUTING PATTERNS

         CONTROLLED            CONTROLLING ROUTING QUESTIONS
L 6        ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


         TQ85A    TQ51
         TQ85B    TQ51
         TQ86     TQ51
         TQ87A    TQ51     TQ86
         TQ87B    TQ51     TQ86
         TQ87C    TQ51     TQ86
         TQ88AA   TQ51
         TQ88AB   TQ51     TQ88AA
         TQ88BA   TQ51
         TQ88BB   TQ51     TQ88BA
         TQ89AA   TQ51
         TQ89AB   TQ51
         TQ89BA   TQ51
         TQ89BB   TQ51
         TQ89CA   TQ51
         TQ89CB   TQ51
         TQ89DA   TQ51
         TQ89DB   TQ51
         TQ89EA   TQ51
         TQ89EB   TQ51
         TQ89FA   TQ51
         TQ89FB   TQ51
         TQ89GAA  TQ51
         TQ89GAB  TQ51
         TQ89GBA  TQ51
         TQ89GBB  TQ51
         TQ89HA   TQ51
         TQ89HB   TQ51
         TQ90     TQ51
         TQ91AA   TQ51     TQ90
         TQ91AB   TQ51     TQ90
         TQ91BA   TQ51     TQ90
         TQ91BB   TQ51     TQ90
         TQ91CA   TQ51     TQ90
         TQ91CB   TQ51     TQ90
         TQ91DA   TQ51     TQ90
         TQ91DB   TQ51     TQ90
         TQ91EA   TQ51     TQ90
         TQ91EB   TQ51     TQ90
         TQ91FA   TQ51     TQ90
         TQ91FB   TQ51     TQ90
         TQ91GA   TQ51     TQ90
         TQ91GB   TQ51     TQ90
         TQ91HA   TQ51     TQ90
         TQ91HB   TQ51     TQ90
         TQ91IA   TQ51     TQ90
         TQ91IB   TQ51     TQ90
         TQ91JA   TQ51     TQ90
         TQ91JB   TQ51     TQ90
         TQ91KA   TQ51     TQ90
         TQ91KB   TQ51     TQ90
         TQ92     TQ51
```

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01/30/78    16:04      STATISTICS RESEARCH DIVISION

                  THIRD FOLLOWUP ROUTING PATTERNS

CONTROLLED             CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL


TQ93AA    TQ51      TQ92
TQ93AB    TQ51      TQ92
TQ93BA    TQ51      TQ92
TQ93BB    TQ51      TQ92
TQ93CA    TQ51      TQ92
TQ93CB    TQ51      TQ92
TQ93DA    TQ51      TQ92
TQ93DB    TQ51      TQ92
TQ93EA    TQ51      TQ92
TQ93EB    TQ51      TQ92
TQ93FA    TQ51      TQ92
TQ93FB    TQ51      TQ92
TQ93GA    TQ51      TQ92
TQ93GB    TQ51      TQ92
TQ93HA    TQ51      TQ92
TQ93HB    TQ51      TQ92
TQ93IA    TQ51      TQ92
TQ93IB    TQ51      TQ92
TQ94      TQ51
TQ95AA    TQ51      TQ94
TQ95AB    TQ51      TQ94
TQ95BA    TQ51      TQ94
TQ95BB    TQ51      TQ94
TQ95CA    TQ51      TQ94
TQ95CB    TQ51      TQ94
TQ95DA    TQ51      TQ94
TQ95DB    TQ51      TQ94
TQ96      TQ51
TQ97AA    TQ51      TQ96
TQ97AB    TQ51      TQ96
TQ97BA    TQ51      TQ96
TQ97BB    TQ51      TQ96
TQ97CA    TQ51      TQ96
TQ97CB    TQ51      TQ96
TQ97DA    TQ51      TQ96
TQ97DB    TQ51      TQ96
TQ97EA    TQ51      TQ96
TQ97EB    TQ51      TQ96

TQ99A     TQ98
TQ99B     TQ98
TQ99C     TQ98
TQ99D     TQ98
TQ99E     TQ98
TQ99F     TQ98
TQ99GA    TQ98
TQ99GB    TQ98
TQ99H     TQ98
TQ100A    TQ98
TQ100B    TQ98
TQ100C    TQ98
TQ100D    TQ98
```

```
                                  THIRD FOLLOWUP ROUTING PATTERNS

      CONTROLLED                 CONTROLLING ROUTING QUESTIONS
         ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


      TQ100E    TQ98
      TQ100F    TQ98
      TQ100G    TQ98
      TQ100H    TQ98
      TQ100I    TQ98
      TQ100J    TQ98
      TQ100K    TQ98

      TQ102     TQ101
      TQ103AIN  TQ101    TQ102
      TQ103AFC  TQ101    TQ102    TQ103AIN
      TQ103ACT  TQ101    TQ102    TQ103AIN
      TQ103AST  TQ101    TQ102    TQ103AIN
      TQ103AFS  TQ101    TQ102    TQ103AIN
      TQ103AA   TQ101    TQ102    TQ103AIN
      TQ103AB   TQ101    TQ102    TQ103AIN
      TQ103AC   TQ101    TQ102    TQ103AIN
      TQ103AD   TQ101    TQ102    TQ103AIN
      TQ103BIN  TQ101    TQ102
      TQ103BFC  TQ101    TQ102    TQ103BIN
      TQ103BCT  TQ101    TQ102    TQ103BIN
      TQ103BST  TQ101    TQ102    TQ103BIN
      TQ103BFS  TQ101    TQ102    TQ103BIN
      TQ103BA   TQ101    TQ102    TQ103BIN
      TQ103BB   TQ101    TQ102    TQ103BIN
      TQ103BC   TQ101    TQ102    TQ103BIN
      TQ103BD   TQ101    TQ102    TQ103BIN
      TQ103CIN  TQ101    TQ102
      TQ103CFC  TQ101    TQ102    TQ103CIN
      TQ103CCT  TQ101    TQ102    TQ103CIN
      TQ103CST  TQ101    TQ102    TQ103CIN
      TQ103CFS  TQ101    TQ102    TQ103CIN
      TQ103CA   TQ101    TQ102    TQ103CIN
      TQ103CB   TQ101    TQ102    TQ103CIN
      TQ103CC   TQ101    TQ102    TQ103CIN
      TQ103CD   TQ101    TQ102    TQ103CIN
      TQ104     TQ101
      TQ105A    TQ101    TQ104
      TQ105B    TQ101    TQ104
      TQ105C    TQ101    TQ104
      TQ105D    TQ101    TQ104
      TQ105E    TQ101    TQ104
      TQ105F    TQ101    TQ104
      TQ105G    TQ101    TQ104
      TQ105H    TQ101    TQ104
      TQ105I    TQ101    TQ104
      TQ105J    TQ101    TQ104
      TQ105K    TQ101    TQ104
      TQ105L    TQ101    TQ104
      TQ106A    TQ101    TQ104
      TQ106B    TQ101    TQ104
      TQ106C    TQ101    TQ104
```

```
            THIRD FOLLOWUP ROUTING PATTERNS

CONTROLLED          CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


TQ106D   TQ101    TQ104
TQ106E   TQ101    TQ104
TQ106F   TQ101    TQ104
TQ106G   TQ101    TQ104
TQ107A   TQ101    TQ104
TQ107B   TQ101    TQ104
TQ107C   TQ101    TQ104
TQ107D   TQ101    TQ104
TQ107E   TQ101    TQ104
TQ107F   TQ101    TQ104
TQ107G   TQ101    TQ104
TQ107H   TQ101    TQ104
TQ107I   TQ101    TQ104
TQ107J   TQ101    TQ104

TQ109A   TQ108
TQ109B   TQ108
TQ109C   TQ108
TQ109D   TQ108
TQ109E   TQ108
TQ109F   TQ108
TQ109G   TQ108
TQ109H   TQ108
TQ109I   TQ108
TQ109J   TQ108
TQ109K   TQ108
TQ109L   TQ108
TQ110    TQ108
TQ111    TQ108    TQ110
TQ112    TQ108
TQ113    TQ108
TQ114    TQ108
TQ115    TQ108

TQ117    TQ116

TQ119    TQ118
TQ120A   TQ118
TQ120B   TQ118
TQ121    TQ118
TQ122    TQ118    TQ121
TQ123    TQ118
TQ124    TQ118
TQ125A   TQ118
TQ125B   TQ118
TQ125C   TQ118
TQ126A   TQ118
TQ126B   TQ118    TQ126A
TQ126C   TQ118    TQ126A
TQ127    TQ118    TQ126A
TQ128A   TQ118    TQ126A
TQ128B   TQ118    TQ126A
```

```
            THIRD FOLLOWUP ROUTING PATTERNS

CONTROLLED          CONTROLLING ROUTING QUESTIONS
  ITEMS  LEVEL 1  LEVEL 2  LEVEL 3  LEVEL 4   LEVEL 5  LEVEL 6


TQ128C   TQ118    TQ126A
TQ128D   TQ118    TQ126A
TQ128E   TQ118    TQ126A
TQ128F   TQ118    TQ126A
TQ128G   TQ118    TQ126A
TQ128H   TQ118    TQ126A

TQ130A   TQ129
TQ130B   TQ129
TQ131BOX TQ129
TQ131A   TQ129    TQ131BOX
TQ131B   TQ129    TQ131BOX
TQ131C   TQ129    TQ131BOX
TQ131D   TQ129    TQ131BOX
TQ131E   TQ129    TQ131BOX
TQ131F   TQ129    TQ131BOX
TQ131G   TQ129    TQ131BOX
TQ131H   TQ129    TQ131BOX
TQ132BOX TQ129    TQ131BOX
TQ132A-D TQ129    TQ131BOX TQ132BOX
TQ132E   TQ129    TQ131BOX TQ132BOX
TQ133    TQ129    TQ131BOX TQ132BOX
TQ134    TQ129    TQ131BOX TQ132BOX
TQ135    TQ129    TQ131BOX
TQ136BOX TQ129
TQ136A   TQ129    TQ136BOX
TQ136B   TQ129    TQ136BOX
TQ136C   TQ129    TQ136BOX
TQ136D   TQ129    TQ136BOX
TQ136E   TQ129    TQ136BOX
TQ136F   TQ129    TQ136BOX
TQ136G   TQ129    TQ136BOX
TQ136H   TQ129    TQ136BOX

TQ145A   TQ144
TQ145B   TQ144
TQ146    TQ144
```

Appendix E

Index of NLS Release Tape Variables

```
03/06/78    16:40      STATISTICS RESEARCH DIVISION           RESEARCH TRIANGLE INSTITUTE        (CDBKLIST)   PAGE      1

                                                   INDEX OF NLS RELEASE TAPE VARIABLES

VAR#  LABEL           VAR#  LABEL           VAR#  LABEL           VAR#  LABEL           VAR#  LABEL           VAR#  LABEL           VAR#  LABEL


   1 RTI ID             54 SRFQ4I           107 SRFQ5F           160 SRFQ5GGG         213 BQ3D             266 BQ14F            319 BQ20G
   2 STU CKD            55 SRFQ4J           108 SRFQ5G           161 SRFQ5HHH         214 BQ3E             267 BQ14G            320 BQ20H
   3 FFU IND            56 SRFQ4K           109 SRFQ5H           162 SRFQ5III         215 BQ3F             268 BQ14H            321 BQ20I
   4 SCHCODE            57 SRFQ4L           110 SRFQ5I           163 SRFQ5JJJ         216 BQ3G             269 BQ14I            322 BQ20J
   5 STUCODE            58 SRFQ4M           111 SRFQ5J           164 SRFQ5KKK         217 BQ3H             270 BQ14J            323 BQ21A
   6 PARTIC             59 SRFQ4N           112 SRFQ5K           165 SRFQ5LLL         218 BQ3I             271 BQ15A            324 BQ21B
   7 BYSEX              60 SRFQ4O           113 SRFQ5L           166 SRFQ5MMM         219 BQ3J             272 BQ15B            325 BQ21C
   8 BIRTH              61 SRFQ4P           114 SRFQ5M           167 SRFQ5NNN         220 BQ3K             273 BQ15C            326 BQ21D
   9 TB IND             62 SRFQ4Q           115 SRFQ5N           168 SRFQ5OOO         221 BQ4A             274 BQ15D            327 BQ21E
  10 SRIF IND           63 SRFQ4R           116 SRFQ5O           169 SRFQ5PPP         222 BQ4B             275 BQ15E            328 BQ21F
  11 BSYRIND            64 SRFQ4S           117 SRFQ5P           170 SRFQ5QQQ         223 BQ4C             276 BQ16             329 BQ21G
  12 D IND              65 SRFQ4T           118 SRFQ5Q           171 SRFQ5RRR         224 BQ4D             277 BQ17A            330 BQ21H
  13 E IND              66 SRFQ4U           119 SRFQ5R           172 SRFQ5SSS         225 BQ4E             278 BQ17B            331 BQ22A
  14 F IND              67 SRFQ4V           120 SRFQ5S           173 SRFQ5TTT         226 BQ4F             279 BQ17C            332 BQ22B
  15 G IND              68 SRFQ4W           121 SRFQ5T           174 SRFQ5UUU         227 BQ4G             280 BQ17D            333 BQ22C
  16 H IND              69 SRFQ4X           122 SRFQ5U           175 SRFQ5VVV         228 BQ4H             281 BQ17E            334 BQ22D
  17 I IND              70 SRFQ4Y           123 SRFQ5V           176 SRFQ5WWW         229 BQ5              282 BQ17F            335 BQ22E
  18 J IND              71 SRFQ4Z           124 SRFQ5W           177 SRFQ5XXX         230 BQ6A             283 BQ17G            336 BQ22F
  19 MAJSTNO            72 SRFQ4AA          125 SRFQ5X           178 SRFQ5YYY         231 BQ6B             284 BQ17H            337 BQ22G
  20 MINSTNO            73 SRFQ4BB          126 SRFQ5Y           179 SRFQ5ZZZ         232 BQ6C             285 BQ17I            338 BQ22H
  21 FINSTNO            74 SRFQ4CC          127 SRFQ5Z           180 SRFQ6A           233 BQ6D             286 BQ17J            339 BQ22I
  22 INCONSC            75 SRFQ4DD          128 SRFQ5AA          181 SRFQ6B           234 BQ6E             287 BQ17K            340 BQ22J
  23 VOCABSC            76 SRFQ4EE          129 SRFQ5BB          182 SRFQ6C           235 BQ7              288 BQ17L            341 BQ22K
  24 FORSC-1            77 SRFQ4FF          130 SRFQ5CC          183 SRFQ6D           236 BQ8              289 BQ17M            342 BQ22L
  25 FORSC-2            78 SRFQ4GG          131 SRFQ5DD          184 SRFQ6E           237 BQ9A             290 BQ17N            343 BQ22M
  26 FORSC-T            79 SRFQ4HH          132 SRFQ5EE          185 SRFQ6F           238 BQ9B             291 BQ18A            344 BQ22N
  27 FORSC-RD           80 SRFQ4II          133 SRFQ5FF          186 SRFQ6G           239 BQ9C             292 BQ18B            345 BQ22O
  28 FORSC-LT           81 SRFQ4JJ          134 SRFQ5GG          187 SRFQ6H           240 BQ9D             293 BQ18C            346 BQ22P
  29 FORSC-MT           82 SRFQ4KK          135 SRFQ5HH          188 SRFQ6I           241 BQ10A            294 BQ18D            347 BQ22Q
  30 MOSCOM-1           83 SRFQ4LL          136 SRFQ5II          189 SRFQ6J           242 BQ10B            295 BQ18E            348 BQ22R
  31 MOSCOM-2           84 SRFQ4MM          137 SRFQ5JJ          190 SRFQ6K           243 BQ10C            296 BQ18F            349 BQ23A
  32 MOSCOM-3           85 SRFQ4NN          138 SRFQ5KK          191 SRFQ6L           244 BQ10D            297 BQ18G            350 BQ23B
  33 MOSCOM-T           86 SRFQ4OO          139 SRFQ5LL          192 SRFQ6M           245 BQ10E            298 BQ18H            351 BQ23C
  34 SRFQ0              87 SRFQ4PP          140 SRFQ5MM          193 SRFQ6N           246 BQ10F            299 BQ18I            352 BQ23D
  35 SRFQ1              88 SRFQ4QQ          141 SRFQ5NN          194 SRFQ6O           247 BQ10G            300 BQ18J            353 BQ23E
  36 SRFQ2A             89 SRFQ4RR          142 SRFQ5OO          195 SRFQ6P           248 BQ10H            301 BQ19A            354 BQ23F
  37 SRFQ2B             90 SRFQ4SS          143 SRFQ5PP          196 SRFQ7            249 BQ10I            302 BQ19B            355 BQ23G
  38 SRFQ2C             91 SRFQ4TT          144 SRFQ5QQ          197 SRFQ8A           250 BQ11             303 BQ19C            356 BQ23H
  39 SRFQ2D             92 SRFQ4UU          145 SRFQ5RR          198 SRFQ8B           251 BQ12             304 BQ19D            357 BQ24A
  40 SRFQ2E             93 SRFQ4VV          146 SRFQ5SS          199 SRFQ8C           252 BQ13A            305 BQ19E            358 BQ24B
  41 SRFQ2F             94 SRFQ4WW          147 SRFQ5TT          200 SRFQ8D           253 BQ13B            306 BQ19F            359 BQ24C
  42 SRFQ2G             95 SRFQ4XX          148 SRFQ5UU          201 SRFQ9            254 BQ13C            307 BQ19G            360 BQ24D
  43 SRFQ2H             96 SRFQ4YY          149 SRFQ5VV          202 SRFQ10           255 BQ13D            308 BQ19H            361 BQ24E
  44 SRFQ2I             97 SRFQ4ZZ          150 SRFQ5WW          203 SRFQ11A          256 BQ13E            309 BQ19I            362 BQ24F
  45 SRFQ3              98 SRFQ4AAA         151 SRFQ5XX          204 SRFQ11B          257 BQ13F            310 BQ19J            363 BQ24G
  46 SRFQ4A             99 SRFQ4BBB         152 SRFQ5YY          205 SRFQ11C          258 BQ13G            311 BQ19K            364 BQ24H
  47 SRFQ4B            100 SRFQ4CCC         153 SRFQ5ZZ          206 SRFQ11D          259 BQ13H            312 BQ19L            365 BQ24I
  48 SRFQ4C            101 SRFQ4DDD         154 SRFQ5AAA         207 SRFQ11E          260 BQ13I            313 BQ20A            366 BQ24J
  49 SRFQ4D            102 SRFQ5A           155 SRFQ5BBB         208 BQ1              261 BQ14A            314 BQ20B            367 BQ25A
  50 SRFQ4E            103 SRFQ5B           156 SRFQ5CCC         209 BQ2              262 BQ14B            315 BQ20C            368 BQ25B
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1487 SQ131B        1540 SQ136H        1593 SQ152C        1646 FFUZIP        1699 TQ9F          1752 TQ21G         1805 TQ39N
1488 SQ131C        1541 SQ137         1594 SQ153A        1647 SFUZIP        1700 TQ9G          1753 TQ21H         1806 TQ39O
1489 SQ131D        1542 SQ138         1595 SQ153B        1648 RESP74        1701 TQ9H          1754 TQ21I         1807 TQ39P
1490 SQ131E        1543 SQ139A        1596 SQ153C        1649 SFUIND        1702 TQ10          1755 TQ21J         1808 TQ39Q
1491 SQ131F        1544 SQ139B        1597 SQ153D        1650 ACT174        1703 TQ11A         1756 TQ21K         1809 TQ39R
1492 SQ131G        1545 SQ139C        1598 SQ153E        1651 ACT274        1704 TQ11B         1757 TQ22          1810 TQ39S
1493 SQ131H        1546 SQ139D        1599 SQ153F        1652 ACT374        1705 TQ11C         1758 TQ23A         1811 TQ39T
1494 SQ131I        1547 SQ139E        1600 SQ153G        1653 ACT474        1706 TQ11D         1759 TQ23B         1812 TQ39U
1495 SQ131J        1548 SQ139F        1601 SQ153H        1654 ACT574        1707 TQ11E         1760 TQ23C         1813 TQ40
1496 SQ131K        1549 SQ140         1602 SQ153I        1655 ACT674        1708 TQ11F         1761 TQ23D         1814 TQ41A
1497 SQ131L        1550 SQ141A        1603 BIRTHMON      1656 ACT774        1709 TQ11G         1762 TQ23E         1815 TQ41B
1498 SQ131M        1551 SQ141B        1604 BIRTHDAY      1657 ACT874        1710 TQ11H         1763 TQ23F         1816 TQ42A
1499 SQ132A        1552 SQ141C        1605 BIRTHYR       1658 FORMAB        1711 TQ11I         1764 TQ24A         1817 TQ42B
1500 SQ132B        1553 SQ141D        1606 SSEX          1659 FNSOBY        1712 TQ11J         1765 TQ24B         1818 TQ43NY
1501 SQ132C        1554 SQ141E        1607 CMP-MON       1660 FNSOFFU       1713 TQ11K         1766 TQ24C         1819 TQ43A
1502 SQ132D        1555 SQ141F        1608 CMP-DAY       1661 FNSOSFU       1714 TQ11L         1767 TQ24D         1820 TQ43B
1503 SQ132E        1556 SQ141G        1609 CMP-YR        1662 CONCPT74      1715 TQ11M         1768 TQ24E         1821 TQ44X
1504 SQ132F        1557 SQ141H        1610 CINDEX1       1663 LOCUS74       1716 TQ12          1769 TQ24F         1822 TQ44Y
1505 SQ132G        1558 SQ141I        1611 CINDEX2       1664 BY-STRAT      1717 TQ13A-D       1770 TQ24G         1823 TQ45
1506 SQ132H        1559 SQ141J        1612 ROUTINDX      1665 FSU-STR       1718 TQ13E         1771 TQ24H         1824 TQ46
1507 SQ133A        1560 SQ142A        1613 CONCPT72      1666 NUM-STR       1719 TQ13FA        1772 TQ24I         1825 TQ47
1508 SQ133B        1561 SQ142B        1614 LOCUS72       1667 SAMTYPE       1720 TQ13FB        1773 TQ25          1826 TQ48AA
1509 SQ133C        1562 SQ143         1615 WORK72        1668 NSAM          1721 TQ13GA        1774 TQ26          1827 TQ48AB
1510 SQ133D        1563 SQ144A        1616 COMM72        1669 PST           1722 TQ13GB        1775 TQ27          1828 TQ48AC
1511 SQ133E        1564 SQ144B        1617 FAMILY72      1670 TQ1A          1723 TQ13GC        1776 TQ28          1829 TQ48AD
1512 SQ133F        1565 SQ144C        1618 CONCPT73      1671 TQ1B          1724 TQ14A         1777 TQ29          1830 TQ48BA
1513 SQ134A        1566 SQ144D        1619 LOCUS73       1672 TQ1C          1725 TQ14B         1778 TQ30          1831 TQ48BB
1514 SQ134B        1567 SQ144E        1620 WORK73        1673 TQ1D          1726 TQ14C         1779 TQ31          1832 TQ48BC
1515 SQ134C        1568 SQ144F        1621 COMM73        1674 TQ1E          1727 TQ14D         1780 TQ32          1833 TQ48BD
1516 SQ134D        1569 SQ145         1622 FAMILY73      1675 TQ1F          1728 TQ14E         1781 TQ33          1834 TQ48CA
1517 SQ134E        1570 SQ146A        1623 RESPDESG      1676 TQ1G          1729 TQ14F         1782 TQ34          1835 TQ48CB
1518 SQ134F        1571 SQ146B        1624 SECDSCHL      1677 TQ1H          1730 TQ14G         1783 TQ35A-D       1836 TQ48CC
1519 SQ134G        1572 SQ147         1625 CRACE         1678 TQ2           1731 TQ14H         1784 TQ35E         1837 TQ48CD
1520 SQ135A        1573 SQ148A        1626 CSEX          1679 TQ3           1732 TQ14I         1785 TQ35FA        1838 TQ48DA
1521 SQ135B        1574 SQ148B        1627 CFAED         1680 TQ4           1733 TQ14J         1786 TQ35FB        1839 TQ48DB
1522 SQ135C        1575 SQ148C        1628 CMOED         1681 TQ5           1734 TQ14K         1787 TQ36          1840 TQ48DC
1523 SQ135D        1576 SQ148D        1629 CFAOCP        1682 TQ6           1735 TQ14L         1788 TQ37          1841 TQ48DD
1524 SQ135E        1577 SQ148E        1630 CFICE72       1683 TQ7           1736 TQ15          1789 TQ38A         1842 TQ48EA
1525 SQ135F        1578 SQ148F        1631 CFICE73       1684 TQ8A          1737 TQ16          1790 TQ38B         1843 TQ48EB
1526 SQ135G        1579 SQ148G        1632 FWTCLS        1685 TQ8B          1738 TQ17A         1791 TQ38C         1844 TQ48EC
1527 SQ135H        1580 SQ148H        1633 SFUWTCLS      1686 TQ8C          1739 TQ17B         1792 TQ39A         1845 TQ48ED
1528 SQ135I        1581 SQ148I        1634 W8            1687 TQ8D          1740 TQ17C         1793 TQ39B         1846 TQ48FA
1529 SQ135J        1582 SQ148J        1635 W9            1688 TQ8E          1741 TQ17D         1794 TQ39C         1847 TQ48FB
1530 SQ135K        1583 SQ148K        1636 W10           1689 TQ8F          1742 TQ18A         1795 TQ39D         1848 TQ48FC
1531 SQ136A        1584 SQ148L        1637 W11           1690 TQ8G          1743 TQ18B         1796 TQ39E         1849 TQ48FD
1532 SQ136BA       1585 SQ149         1638 W12           1691 TQ8H          1744 TQ19          1797 TQ39F         1850 TQ48GA
1533 SQ136BB       1586 SQ150A        1639 SFUORIND      1692 TQ8I          1745 TQ20          1798 TQ39G         1851 TQ48GB
1534 SQ136BC       1587 SQ150B        1640 SFUCIAIN      1693 TQ8J          1746 TQ21A         1799 TQ39H         1852 TQ48GC
1535 SQ136C        1588 SQ150C        1641 SFUCIBIN      1694 TQ9A          1747 TQ21B         1800 TQ39I         1853 TQ48GD
1536 SQ136D        1589 SQ150D        1642 SFUCICIN      1695 TQ9B          1748 TQ21C         1801 TQ39J         1854 TQ49A
1537 SQ136E        1590 SQ151         1643 SFUCIDIN      1696 TQ9C          1749 TQ21D         1802 TQ39K         1855 TQ49B
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                                      INDEX OF NLS RELEASE TAPE VARIABLES

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1857 TQ50B         1910 TQ66          1963 TQ82K         2016 TQ91DB        2069 TQ97EB        2122 TQ105B        2175 TQ121
1858 TQ50C         1911 TQ67FICE      1964 TQ82L         2017 TQ91EA        2070 TQ98          2123 TQ105C        2176 TQ122
1859 TQ50D         1912 TQ67B         1965 TQ82M         2018 TQ91EB        2071 TQ99A         2124 TQ105D        2177 TQ123
1860 TQ50E         1913 TQ67C         1966 TQ82N         2019 TQ91FA        2072 TQ99B         2125 TQ105E        2178 TQ124
1861 TQ50F         1914 TQ68          1967 TQ82O         2020 TQ91FB        2073 TQ99C         2126 TQ105F        2179 TQ125A
1862 TQ50G         1915 TQ69A         1968 TQ83          2021 TQ91GA        2074 TQ99D         2127 TQ105G        2180 TQ125B
1863 TQ50H         1916 TQ69B         1969 TQ84A         2022 TQ91GB        2075 TQ99E         2128 TQ105H        2181 TQ125C
1864 TQ50I         1917 TQ70          1970 TQ84B         2023 TQ91HA        2076 TQ99F         2129 TQ105I        2182 TQ126A
1865 TQ50J         1918 TQ71          1971 TQ84C         2024 TQ91HB        2077 TQ99GA        2130 TQ105J        2183 TQ126B
1866 TQ50K         1919 TQ72          1972 TQ84D         2025 TQ91IA        2078 TQ99GB        2131 TQ105K        2184 TQ126C
1867 TQ51          1920 TQ73          1973 TQ84E         2026 TQ91IB        2079 TQ99H         2132 TQ105L        2185 TQ127
1868 TQ52          1921 TQ74          1974 TQ84F         2027 TQ91JA        2080 TQ100A        2133 TQ106A        2186 TQ128A
1869 TQ53FICE      1922 TQ75          1975 TQ84G         2028 TQ91JB        2081 TQ100B        2134 TQ106B        2187 TQ128B
1870 TQ53B         1923 TQ75FS        1976 TQ84H         2029 TQ91KA        2082 TQ100C        2135 TQ106C        2188 TQ128C
1871 TQ53C         1924 TQ76          1977 TQ84I         2030 TQ91KB        2083 TQ100D        2136 TQ106D        2189 TQ128D
1872 TQ54          1925 TQ77A         1978 TQ84J         2031 TQ92          2084 TQ100E        2137 TQ106E        2190 TQ128E
1873 TQ55A         1926 TQ77BA        1979 TQ84K         2032 TQ93AA        2085 TQ100F        2138 TQ106F        2191 TQ128F
1874 TQ55B         1927 TQ77BB        1980 TQ85A         2033 TQ93AB        2086 TQ100G        2139 TQ106G        2192 TQ128G
1875 TQ56A         1928 TQ77CA        1981 TQ85B         2034 TQ93BA        2087 TQ100H        2140 TQ107A        2193 TQ128H
1876 TQ56B         1929 TQ77CB        1982 TQ86          2035 TQ93BB        2088 TQ100I        2141 TQ107B        2194 TQ129
1877 TQ56C         1930 TQ77D         1983 TQ87A         2036 TQ93CA        2089 TQ100J        2142 TQ107C        2195 TQ130A
1878 TQ57          1931 TQ77E         1984 TQ87B         2037 TQ93CB        2090 TQ100K        2143 TQ107D        2196 TQ130B
1879 TQ58A         1932 TQ77F         1985 TQ87C         2038 TQ93DA        2091 TQ101         2144 TQ107E        2197 TQ131BOX
1880 TQ58B         1933 TQ77G         1986 TQ88AA        2039 TQ93DB        2092 TQ102         2145 TQ107F        2198 TQ131A
1881 TQ58C         1934 TQ77H         1987 TQ88AB        2040 TQ93EA        2093 TQ103AIN      2146 TQ107G        2199 TQ131B
1882 TQ58D         1935 TQ77IA        1988 TQ88BA        2041 TQ93EB        2094 TQ103AFC      2147 TQ107H        2200 TQ131C
1883 TQ58E         1936 TQ77IB        1989 TQ88BB        2042 TQ93FA        2095 TQ103ACT      2148 TQ107I        2201 TQ131D
1884 TQ58F         1937 TQ77JA        1990 TQ89AA        2043 TQ93FB        2096 TQ103AST      2149 TQ107J        2202 TQ131E
1885 TQ58G         1938 TQ77JB        1991 TQ89AB        2044 TQ93GA        2097 TQ103AFS      2150 TQ108         2203 TQ131F
1886 TQ58H         1939 TQ78          1992 TQ89BA        2045 TQ93GB        2098 TQ103AA       2151 TQ109A        2204 TQ131G
1887 TQ58I         1940 TQ79          1993 TQ89BB        2046 TQ93HA        2099 TQ103AB       2152 TQ109B        2205 TQ131H
1888 TQ58J         1941 TQ80A         1994 TQ89CA        2047 TQ93HB        2100 TQ103AC       2153 TQ109C        2206 TQ132BOX
1889 TQ59          1942 TQ80B         1995 TQ89CB        2048 TQ93IA        2101 TQ103AD       2154 TQ109D        2207 TQ132A-D
1890 TQ60          1943 TQ80C         1996 TQ89DA        2049 TQ93IB        2102 TQ103BIN      2155 TQ109E        2208 TQ132E
1891 TQ61          1944 TQ80D         1997 TQ89DB        2050 TQ94          2103 TQ103BFC      2156 TQ109F        2209 TQ133
1892 TQ62          1945 TQ80E         1998 TQ89EA        2051 TQ95AA        2104 TQ103BCT      2157 TQ109G        2210 TQ134
1893 TQ62FS        1946 TQ80F         1999 TQ89EB        2052 TQ95AB        2105 TQ103BST      2158 TQ109H        2211 TQ135
1894 TQ63          1947 TQ80G         2000 TQ89FA        2053 TQ95BA        2106 TQ103BFS      2159 TQ109I        2212 TQ136BOX
1895 TQ64A         1948 TQ80H         2001 TQ89FB        2054 TQ95BB        2107 TQ103BA       2160 TQ109J        2213 TQ136A
1896 TQ64BA        1949 TQ80I         2002 TQ89GAA       2055 TQ95CA        2108 TQ103BB       2161 TQ109K        2214 TQ136B
1897 TQ64BB        1950 TQ80J         2003 TQ89GAB       2056 TQ95CB        2109 TQ103BC       2162 TQ109L        2215 TQ136C
1898 TQ64CA        1951 TQ80K         2004 TQ89GBA       2057 TQ95DA        2110 TQ103BD       2163 TQ110         2216 TQ136D
1899 TQ64CB        1952 TQ81          2005 TQ89GBB       2058 TQ95DB        2111 TQ103CIN      2164 TQ111         2217 TQ136E
1900 TQ64D         1953 TQ82A         2006 TQ89HA        2059 TQ96          2112 TQ103CFC      2165 TQ112         2218 TQ136F
1901 TQ64E         1954 TQ82B         2007 TQ89HB        2060 TQ97AA        2113 TQ103CCT      2166 TQ113         2219 TQ136G
1902 TQ64F         1955 TQ82C         2008 TQ90          2061 TQ97AB        2114 TQ103CST      2167 TQ114         2220 TQ136H
1903 TQ64G         1956 TQ82D         2009 TQ91AA        2062 TQ97BA        2115 TQ103CFS      2168 TQ115         2221 TQ137
1904 TQ64H         1957 TQ82E         2010 TQ91AB        2063 TQ97BB        2116 TQ103CA       2169 TQ116         2222 TQ138A
1905 TQ64IA        1958 TQ82F         2011 TQ91BA        2064 TQ97CA        2117 TQ103CB       2170 TQ117         2223 TQ138B
1906 TQ64IB        1959 TQ82G         2012 TQ91BB        2065 TQ97CB        2118 TQ103CC       2171 TQ118         2224 TQ138C
1907 TQ64JA        1960 TQ82H         2013 TQ91CA        2066 TQ97DA        2119 TQ103CD       2172 TQ119         2225 TQ139
1908 TQ64JB        1961 TQ82I         2014 TQ91CB        2067 TQ97DB        2120 TQ104         2173 TQ120A        2226 TQ140A
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INDEX OF NLS RELEASE TAPE VARIABLES

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2229	TQ141AA	2282	TQ150C	2335	TQ157C	2388	TFUMLINT	2441	W19				
2230	TQ141AB	2283	TQ150D	2336	TQ157D	2389	FNSOTFU	2442	W20				
2231	TQ141BA	2284	TQ150E	2337	TQ157E	2390	INSTRIND	2443	TELMULT				
2232	TQ141BB	2285	TQ150F	2338	TQ157F	2391	SEIFQ49	2444	SEITQ13				
2233	TQ141CA	2286	TQ150G	2339	TQ157G	2392	SEIFQ55	2445	SEITQ35				
2234	TQ141CB	2287	TQ150H	2340	TQ158AA	2393	SEIFQ79	2446	SEITQ111				
2235	TQ141DA	2288	TQ150I	2341	TQ158AB	2394	SEISQ76	2447	SEITQ132				
2236	TQ141DB	2289	TQ150J	2342	TQ158AC	2395	SEISQ93	2448	TFUZIP				
2237	TQ141EA	2290	TQ151A	2343	TQ158AD	2396	SEISQ108	2449	TFUBMTH				
2238	TQ141EB	2291	TQ151B	2344	TQ158AE	2397	ACT175	2450	TFUBDAY				
2239	TQ141FA	2292	TQ151C	2345	TQ158BA	2398	ACT275	2451	TFUBYR				
2240	TQ141FB	2293	TQ151D	2346	TQ158BB	2399	ACT375	2452	TFUSEX				
2241	TQ142A	2294	TQ151E	2347	TQ158BC	2400	ACT475	2453	TQCMPMTH				
2242	TQ142B	2295	TQ151F	2348	TQ158BD	2401	ACT575	2454	TQCMPDAY				
2243	TQ142C	2296	TQ151G	2349	TQ158BE	2402	ACT675	2455	TQCMPYR				
2244	TQ143A	2297	TQ151H	2350	TQ158CA	2403	ACT775	2456	CBIRTHM				
2245	TQ143B	2298	TQ151I	2351	TQ158CB	2404	ACT875	2457	CBIRTHD				
2246	TQ144	2299	TQ151J	2352	TQ158CC	2405	ACT176	2458	CBIRTHYR				
2247	TQ145A	2300	TQ151K	2353	TQ158CD	2406	ACT276	2459	TFUORIND				
2248	TQ145B	2301	TQ151L	2354	TQ158CE	2407	ACT376	2460	TCSIND1				
2249	TQ146	2302	TQ152A	2355	TQ158DA	2408	ACT476	2461	TCSIND2				
2250	TQ147A	2303	TQ152B	2356	TQ158DB	2409	ACT576	2462	TCIAIND				
2251	TQ147B	2304	TQ152C	2357	TQ158DC	2410	ACT676	2463	TCIBIND				
2252	TQ147C	2305	TQ152D	2358	TQ158DD	2411	ACT776	2464	TCICIND				
2253	TQ147D	2306	TQ152E	2359	TQ158DE	2412	ACT876	2465	TCIDIND				
2254	TQ147E	2307	TQ152F	2360	TQ158EA	2413	TQ53NAME	2466	TCIEIND				
2255	TQ147F	2308	TQ152G	2361	TQ158EB	2414	TQ67NAME	2467	TCIFIND				
2256	TQ147G	2309	TQ152H	2362	TQ158EC	2415	TQ103ASC	2468	SEIFAOCP				
2257	TQ147H	2310	TQ152I	2363	TQ158ED	2416	TQ103BSC	2469	STATECD				
2258	TQ147I	2311	TQ152J	2364	TQ158EE	2417	TQ103CSC	2470	SQ11CITY				
2259	TQ147J	2312	TQ153A	2365	TQ158FA	2418	SQ11NAME	2471	SQ33CITY				
2260	TQ147K	2313	TQ153B1	2366	TQ158FB	2419	SQ33NAME						
2261	TQ147L	2314	TQ153B2	2367	TQ158FC	2420	FQ26NAME						
2262	TQ147M	2315	TQ153B3	2368	TQ158FD	2421	FQ32NAME						
2263	TQ148A	2316	TQ153C	2369	TQ158FE	2422	FQ40NAME						
2264	TQ148B	2317	TQ153D	2370	TQ158GA	2423	FQ44NAME						
2265	TQ148C	2318	TQ153E	2371	TQ158GB	2424	FQ82NAME						
2266	TQ148D	2319	TQ153F	2372	TQ158GC	2425	FQ83NAME						
2267	TQ148E	2320	TQ153G	2373	TQ158GD	2426	FQ84NAME						
2268	TQ148F	2321	TQ153H	2374	TQ158GE	2427	WORK74						
2269	TQ148G	2322	TQ154	2375	TQ158HA	2428	FAMILY74						
2270	TQ148H	2323	TQ155	2376	TQ158HB	2429	COMM74						
2271	TQ149AA	2324	TQ156AA	2377	TQ158HC	2430	CONCPT76						
2272	TQ149AB	2325	TQ156AB	2378	TQ158HD	2431	LOCUS76						
2273	TQ149BA	2326	TQ156BA	2379	TQ158HE	2432	WORK76						
2274	TQ149BB	2327	TQ156BB	2380	TQ158IA	2433	FAMILY76						
2275	TQ149CA	2328	TQ156CA	2381	TQ158IB	2434	COMM76						
2276	TQ149CB	2329	TQ156CB	2382	TQ158IC	2435	W13						
2277	TQ149DA	2330	TQ156DA	2383	TQ158ID	2436	W14						
2278	TQ149DB	2331	TQ156DB	2384	TQ158IE	2437	W15						
2279	TQ149E	2332	TQ156E	2385	TFURIND	2438	W16						

Appendix F

Imputation of Grade Point Averages and Conversion of Grading Systems

Imputation of Grade Point Averages and Conversion of Grading Systems

Grade point average information is available for most students. Question 1 from the SRIF solicits information concerning the student's average. The grade averages were reported in a variety of formats based upon a variety of grading systems: letter averages, numerical averages, percentage averages, and other systems. Since this information was provided in a variety of formats, it makes computer processing of information difficult.* In order to facilitate access to this data, a new variable was created, with uniform coding, that provides a grade point average for each student for whom the basic information is present. The codes for this variable are broken into two parts depending upon the source of the data. If a GPA was reported in the SRIF, then the average was coded as 1-14 to represent A+ through below F. If the GPA was not reported, then the GPA was estimated from the percentile rank and coded 15-28; and for some students neither GPA nor percentile rank were available. These codes are as follows:

Estimated GPA	GPA Reported in SRIF	GPA Estimated from Percentile Rank
A+	1	15
A	2	16
A-	3	17
B+	4	18
B	5	19
B-	6	20
C+	7	21
C	8	22
C-	9	23
D+	10	24
D	11	25
D-	12	26
F	13	27
Below F	14	28

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*In the SRIF field that contains the GPA both alphabetic and numeric data are present (e.g., A+ or 95 or 5 depending upon grading system).

The letter grades were derived from the relationships displayed in Table 3 of the manual. This grade conversion system is described in detail by Breland (1973)[*] and Pinchak and Breland (1973).[**]

The inclusion of this variable is simply an alternative source of GPA information and does not imply that alternative methods of obtaining conversions from one grading system to another should not be attempted or that other means of estimating GPA should not be attempted. The basic information is present in the SRIF and can be used to generate other estimation procedures or conversion systems.

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[*] H. M. Breland, Conversion of high school grade averages reported in different systems, RB-73-30 (Princeton, New Jersey: Educational Testing Service, 1973).

[**] B. M. Pinchak and H. M. Breland, Grading practices in American high schools. RB-73-45 (Princeton, New Jersey: Educational Testing Service, 1973).

Appendix G

List of Region Codes and States Within Regions

List of Region Codes and States Within Regions

Northeast (1)	North Central (2)	South (3)	West (4)
Maine	Ohio	Delaware	Montana
New Hampshire	Indiana	Maryland	Idaho
Vermont	Illinois	District of Columbia	Wyoming
Massachusetts	Michigan	Virginia	Colorado
Rhode Island	Wisconsin	West Virginia	New Mexico
Connecticut	Minnesota	North Carolina	Arizona
New York	Iowa	South Carolina	Utah
New Jersey	Missouri	Georgia	Nevada
Pennsylvania	North Dakota	Florida	Washington
	South Dakota	Kentucky	Oregon
	Nebraska	Tennessee	California
	Kansas	Alabama	Alaska
		Mississippi	Hawaii
		Arkansas	
		Louisiana	
		Oklahoma	
		Texas	

Appendix H

Definitions of Weighting Classes

Definitions of Weighting Classes

Weighting Class	Classifiers				
	HS Program	Race	Grades	Parents' Education	Sex
1	General	White	>=B	<HS	Male
2	General	White	>=B	<HS	Female
3	General	White	>=B	HS	Male
4	General	White	>=B	HS	Female
5	General	White	>=B	>HS	Male
6	General	White	>=B	>HS	Female
7	General Voc-Tech	White	>=B	College	Male
8	General	White	>=B	College	Female
9	General	White	<=C	<HS	Male
10	General	White	<=C	<HS	Female
11	General	White	<=C	HS	Male
12	General	White	<=C	HS	Female
13	General	White	<=C	>HS	Male
14	General	White	<=C	>HS	Female
15	General	White	<=C	College	Male
16	General	White	<=C	College	Female
17	General	Nonwhite	>=B	<HS	Male
18	General	Nonwhite	>=B	<HS	Female
19	General	Nonwhite	>=B	HS	Male
20	General	Nonwhite	>=B	HS	Female
21	General Voc-Tech	Nonwhite	>=B	>HS College	Male
22	General Voc-Tech	Nonwhite	>=B	>HS College	Female
23	General	Nonwhite	<=C	<HS	Male
24	General	Nonwhite	<=C	<HS	Female
25	General	Nonwhite	<=C	HS	Male
26	General	Nonwhite	<=C	HS	Female
27	General	Nonwhite	<=C	>HS	Male
28	General	Nonwhite	<=C	>HS	Female

(continued)

Weighting Class	Classifiers				
	HS Program	Race	Grades	Parents' Education	Sex
29	General Voc-Tech	Nonwhite	<=C	College	Male
30	General Voc-Tech	Nonwhite	<=C	College	Female
31	Academic	White	>=B	<HS	Male
32	Academic	White	>=B	<HS	Female
33	Academic	White	>=B	HS	Male
34	Academic	White	>=B	HS	Female
35	Academic	White	>=B	>HS	Male
36	Academic	White	>=B	>HS	Female
37	Academic	White	>=B	College	Male
38	Academic	White	>=B	College	Female
39	Academic	White	<=C	<HS	Male
40	Academic	White	<=C	<HS	Female
41	Academic	White	<=C	HS	Male
42	Academic	White	<=C	HS	Female
43	Academic	White	<=C	>HS	Male
44	Academic	White	<=C	>HS	Female
45	Academic	White	<=C	College	Male
46	Academic	White	<=C	College	Female
47	Academic	Nonwhite	>=B	<HS	Male
48	Academic	Nonwhite	>=B	<HS	Female
49	Academic	Nonwhite	>=B	HS	Male
50	Academic	Nonwhite	>=B	HS	Female
51	Academic	Nonwhite	>=B	>HS	Male
52	Academic	Nonwhite	>=B	>HS	Female
53	Academic	Nonwhite	>=B	College	Male
54	Academic	Nonwhite	>=B	College	Female
55	Academic	Nonwhite	<=C	<HS	Male
56	Academic	Nonwhite	<=C	<HS	Female
57	Academic	Nonwhite	<=C	HS	Male
58	Academic	Nonwhite	<=C	HS	Female

(continued)

Weighting Class	Classifiers				
	HS Program	Race	Grades	Parents' Education	Sex
59	Academic	Nonwhite	<=C	>HS	Male
60	Academic	Nonwhite	<=C	>HS	Female
61	Academic	Nonwhite	<=C	College	Male
62	Academic	Nonwhite	<=C	College	Female
63	Voc-Tech	White	>=B	<HS	Male
64	Voc-Tech	White	>=B	<HS	Female
65	Voc-Tech	White	>=B	HS	Male
66	Voc-Tech	White	>=B	HS	Female
67	Voc-Tech	White	>=B	>HS	Male
68	Voc-Tech	White	>=B	>HS	Female
69	Voc-Tech	White	>=B	College	Female
70	Voc-Tech	White	<=C	<HS	Male
71	Voc-Tech	White	<=C	<HS	Female
72	Voc-Tech	White	<=C	HS	Male
73	Voc-Tech	White	<=C	HS	Female
74	Voc-Tech	White	<=C	>HS	Male
75	Voc-Tech	White	<=C	>HS	Female
76	Voc-Tech	White	<=C	College	Male
77	Voc-Tech	White	<=C	College	Female
78	Voc-Tech	Nonwhite	>=B	<HS	Male
79	Voc-Tech	Nonwhite	>=B	<HS	Female
80	Voc-Tech	Nonwhite	>=B	HS	Male
81	Voc-Tech	Nonwhite	>=B	HS	Female
82	Voc-Tech	Nonwhite	<=C	<HS	Male
83	Voc-Tech	Nonwhite	<=C	<HS	Female
84	Voc-Tech	Nonwhite	<=C	HS	Male
85	Voc-Tech	Nonwhite	<=C	HS	Female
86	Voc-Tech	Nonwhite	<=C	>HS	Male
87	Voc-Tech	Nonwhite	<=C	>HS	Female

Appendix I

Response Rates by Sample Status of School

Response Rates by Sample Status of School

The survey effort involved in the NLS was complicated by significant amounts of school nonresponse in the base-year survey. The original sampling frame called for 1,200 schools, i.e., 600 strata with two schools per stratum. In the base-year operations, only 948 primary schools were able to participate (school participation being defined as students from the school contributing one or more test batteries, SRIF's, or Student Questionnaires). Substitutions were made, in the base year, for nonparticipating schools by employing backup schools. A total of 122 substitution schools were employed, and of these schools, 26 proved to be redundant substitutions since the stratum already contained two primary schools. Table I.1 summarizes these data. At the close of the base-year survey operations, only 1,044* of a targeted 1,200 schools had participated. At this point there remained several strata with no participating schools and many more with only one school per stratum. In order to complete the targeted sample, a resurvey effort was planned and implemented as part of the first follow-up survey. In this effort an attempt was made to elicit cooperation from the nonparticipating base-year primary schools and to obtain replacement schools to fill empty or partially filled strata utilizing backup schools if necessary. Additionally, 16 new schools were added to the sample (strata 601-608) as part of an effort to augment the original sample. These new schools are labeled augmentation schools. The extent of this new survey effort (the resurvey) is also displayed in Table I.1. At the end of the first follow-up survey the resurvey effort resulted in 1,326 schools participating in the study. In the base year there were 26 strata that contained an extra school in their stratum as well as many empty or partially filled strata. At the end of the first follow-up, there were no empty or partially filled strata but 101 strata with extra schools in the stratum.

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*This figure ignores the extra schools and considers the procedure of substitution as legitimately replacing primary schools.

Table I.1
SAMPLE AND SURVEY STATUS OF THE NLS SCHOOLS

Sample Status	Survey Status Base-Year Survey First Participated in Base Year	 Resurvey First Participated in First Follow-Up	Total
Primary	948	205	1,153
Backup	96[1/]	35	131
Extra	26[2/]	0	26
Augmentation	0	16	16

[1/] One of the backup schools was added after the close of base-year operations but prior to the resurvey effort. It was the third school in its stratum and hence extra.

[2/] Only 18 of 26 extra schools were retained in the final data base.

Given the complex nature of data collection and the resultant problem of both unfilled strata and redundant schools in strata, it is rather difficult to compute an unequivocal response rate for students. First, it was necessary to determine exactly which sample schools and students were to be considered "in sample" cases for the 1972 NLS project. As indicated, the sample design involved 1,200 primary sample schools (two per final stratum) and a planned total of 21,600 students (18 per school). However, the use of backup schools in the base-year and first follow-up surveys, plus the resurvey work to obtain responses from all of the primary sample schools, resulted in three or four schools being represented in many final strata. After considering the alternatives, it was decided that all sample schools from which any Student Questionnaires were completed (TB, SRIF, BSYR, or FFU) in either the base-year or first follow-up survey, would be considered to be in the NLS sample. A total of 1,339 schools were classified as "in the final NLS sample"--1,153 participating primary sample schools, 21 primary sample schools with no 1972 seniors, 131 backup sample schools, 18 "extra" base-year schools in which Student Questionnaires were completed, and 16 augmentation sample schools. It would have been possible to reduce the sample of schools to the 1,200 originally intended, but this alternative was not exercised since considerable base-year student data would have been discarded.

Given this decision, calculation of response rates for the various instruments becomes more straightforward. The denominator of the rate becomes the number of students sampled and eligible, and the numerator is the number of instruments returned. Table I.2 presents the number of students sampled and the number of instruments returned for the various categories of schools and for each period of survey operations. The table lists eight categories of schools. These categories depend upon the point at which the school entered the survey (base year or resurvey) and whether or not there was redundant sampling within a stratum (i.e., more than two schools per stratum). This table allows selection of a subset of schools that meet the requirements of the original 1,200 school sampling frame. It is done by eliminating redundant schools within a stratum (rows 3, 5, and 7) and ignoring the augmentation schools. This

Table I.2

STUDENT RESPONSE RATES BY SCHOOL STATUS

School Type	Number of Schools	Number Sampled	Number Returned			
			BSYR	FFU	SFU	TFU
1. Primary Sample in Base Year	948	16,968	15,563	15,748	15,258	14,743
2. Backup Sample in Base Year	95[1]	1,704	846	1,541	1,498	1,433
3. Extra in Base Year	18[2]	329[3]	274	0[4]	293	281
4. Resurvey Primary Added to Unfilled BSYR Stratum	123	2,105	0	1,910	1,797	1,713
5. Resurvey Primary Added to Full BSYR Stratum	74	1,292	0	1,186	1,104	1,041
6. Resurvey Backup Added to Unfilled BSYR Stratum	34	607	0	556	532	513
7. Resurvey Primary or Backup-Extra in Resurvey	10[6]	168	0	153	144	141
8. Resurvey Augmentation	16	278	0	256	246	227
TOTAL	1,318[2]	23,451[5]	16,683	21,350	20,872	20,092

[1] One backup school (11 students) was moved to row 7; this school was added between the base year and resurvey operations and was extra or redundant in its stratum.

[2] Eight of the 26 extra schools have been dropped from the NLS sample. No student data was collected from the dropped schools in any of the survey periods.

[3] Only 329 students come from the 18 extra schools retained in the sample.

[4] No instruments were mailed in the first follow-up to students from extra schools.

[5] The final NLS sample contains 23,451 students after eliminating the students from the eight extra schools that were dropped.

[6] In cases where too many resurvey schools were added to fill a strata (e.g., two resurvey schools added to a stratum with one base-year school), a random selection was made to label one of the added schools as redundant. The schools selected were as follows: 5830, 9167, 9090, 6784, 7538, 4924, 3262, 3900, 6470, 8693.

selection process considers the base-year primary schools and base-year backup schools (rows 1 and 2) to be part of the 1,200 originally targeted sample of 1,200 schools. It then allows into the frame only those resurvey schools that filled a strata that was missing one or two schools in the base year. Hence, only resurvey schools, either primary or backup (rows 4 and 6), that filled up a stratum are counted. The remaining schools are considered as extra schools, extra either in the base year or in the first follow-up. The body of the table indicates the number of students sampled within each category of school and the number of returned instruments at each point in the survey.

The first half of Table I.3 depicts the return rates of the four Student Questionnaires with respect to the original 1,200 school sampling frame. In order to calculate these figures, only those schools that were originally targeted or nonredundantly substituted for are considered. That is, rows 3, 5, 7, and 8 from Table I.2 were omitted from the calculations. The return rates for both considerations of the sample are similar and reflect good response rates except for the base year in which there was considerable scheduling difficulty with the targeted schools.

Table I.3

SURVEY RETURN RATES

	Base-Year	First Follow-Up	Second Follow-Up	Third Follow-Up
Original 1200 School Frame				
Number Returned[1]	16,409	19,755	19,085	18,402
Number Sampled[1]	21,384	21,384	21,384	21,384
Response Rate	76.73%	92.38%	89.25%	86.05%
Expanded 1318 School Frame				
Number Returned[2]	16,683	21,350	20,872	20,092
Number Sampled[2]	23,451	23,122[3]	23,451	23,451
Response Rate	71.14%	92.34%	89.00%	85.68%

[1] Number returned and number sampled are calculated using rows 1, 2, 4, and 6 of Table I.2.

[2] Number returned and number sampled are computed using rows 1-8 of Table I.2.

[3] This excludes the 329 students who were not surveyed in the first follow-up.

Appendix J

Definitions of Created Variables

Definitions of Created Variables

The following list defines derived indices, composites, indicator variables, and other analytic aids which have been added to the file. These variables, listed alphabetically by nmemonic label, are briefly defined and cross-referenced to other sections of the Users Manual. A complete reading of the text of the Manual is essential for a thorough understanding of the development of these and all components of the NLS data base.

Short Label	Long Label	Definition
APTITUDE	APTITUDE COMPOSITE	A code of 1, 2, or 3 assigned to the student indicating whether his ability composite score, as determined by the base-year Test Book, was in the lower, middle two, or upper quartile range. See text, Part 3, Section VI.B.
BSYR IND	STUDENT QUESTIONNAIRE INDICATOR	A code (1 or 2) indicating the presence or absence, respectively, of base-year response from the individual.
BY-STRAT	NUMBER OF SCHOOLS IN THIS STUDENT'S FINAL STRATUM IN BSYR	The number of schools in the student's final stratum in the base-year survey. See text, Part 2, Section I.B.
CBIRTHM	COMPOSITE BIRTH MONTH	Composites of the individual's responses to base-year, first, second, and third follow-up questionnaire items requesting date of birth.
CBIRTHD	COMPOSITE BIRTH DAY	
CBIRTHYR	COMPOSITE BIRTH YEAR	
CFAED	FATHER'S EDUCATION COMPOSITE	A composite of the individual's responses to base-year, first follow-up, and activity state questionnaire items indicating the father's level of educational attainment. See Appendix O, and text, Part 3, Section VI.C.

Short Label	Long Label	Definition
CFAOCP	FATHER'S OCCUPATION COMPOSITE	A composite of the individual's responses to base-year and first follow-up questionnaire items indicating the father's occupation. Duncan SEI scores were also derived from the raw responses. See Appendix O, and text, Part 3, Section VI.C.
CFICE72	UPDATED FICE CODE FOR SCHOOL ATTENDED IN OCTOBER 1972	A composite OE, FICE, or vendor code assigned to postsecondary institutions reported by students from either the first follow-up instrument or the activity state survey. See Part 2, Section III.D and Part 3, Section I.B.
CFICE73	UPDATED FICE CODE FOR SCHOOL ATTENDED IN OCTOBER 1973	
CMOED	MOTHER'S EDUCATION COMPOSITE	A composite of the individual's responses to base-year and first follow-up questionnaire items indicating the mother's level of educational attainment. See Appendix O, and text, Part 3, Section VI.C.
CINDEX1	KEY QUESTION CONSISTENCY INDEX FOR SFU	A computed index indicating the percentage of 36 consistency checks (composed of manually edited key items) failed by the second follow-up respondent. See text, Part 3, Section VI.A.
CINDEX2	RECORD QUALITY CONSISTENCY INDEX FOR SFU	A computed index indicating the percentage of 21 consistency checks (composed of nonmanually edited second follow-up questionnaire items) failed by the second follow-up respondent. See text, Part 3, Section VI.A.
COMMUNIT	LOCATION OF SCHOOL--COMMUNITY TYPE	An index derived from the size and degree of urbanization of the community in which the respondent's school is located. See text, Part 2, Section I.A.
COMM72	COMMUNITY COMPOSITE FOR 1972	A computed index derived from the individual's responses to goal-orientation questions relating to interest and involvement in community improvement in the base-year ('72), first ('73), second ('74), and third ('76) follow-up questionnaires. See Appendix O, and text, Part 3, Section VI.C.
COMM73	COMMUNITY COMPOSITE FOR 1973	
COMM74	COMMUNITY COMPOSITE FOR 1974	
COMM76	COMMUNITY COMPOSITE FOR 1976	

Short Label	Long Label	Definition
CONCPT72	SELF-CONCEPT COMPOSITE FOR 1972	A computed index derived from the individual's responses to questions relating to ego-strength in the base-year ('72), first ('73), second ('74), and third ('76) follow-up questionnaires. See Appendix O, and text, Part 3, Section VI.C.
CONCPT73	SELF-CONCEPT COMPOSITE FOR 1973	
CONCPT74	SELF-CONCEPT COMPOSITE FOR 1974	
CONCPT76	SELF-CONCEPT COMPOSITE FOR 1976	
CRACE	RACE COMPOSITE	A composite of the individual's responses to items indicating race in the base-year, first, and second follow-up questionnaires. See text, Part 3, Section VI.C.
CSEX	SEX COMPOSITE	A composite of the individual's responses to items in the base-year, first, and second follow-up questionnaires indicating sex. See text, Part 3, Section VI.C.
D IND	SECTION D INDICATOR--BASE YEAR	A code (1 or 2) indicating the presence or absence, respectively, of Section D of the base-year questionnaire.
E IND	SECTION E INDICATOR--BASE YEAR	A code (1 or 2) indicating the presence or absence, respectively, of Section E of the base-year questionnaire.
FAMILY72	FAMILY COMPOSITE FOR 1972	A computed index derived from the individual's responses to goal-orientation questions relating to interest and involvement in marriage and family life in the base-year ('72), first ('73), second ('74), and third ('76) follow-up questionnaires. See Appendix O, and text, Part 3, Section VI.C.
FAMILY73	FAMILY COMPOSITE FOR 1973	
FAMILY74	FAMILY COMPOSITE FOR 1974	
FAMILY76	FAMILY COMPOSITE FOR 1976	

Short Label	Long Label	Definition
FCIAIN	FIRST FOLLOW-UP COMPLETENESS INDEX--SECTION A	For each section (A-E) of the First Follow-Up Questionnaire, the completeness index represents the percentage of items with valid responses within that section. See text, Part 3, Section VI.A.
FCIBIN	FIRST FOLLOW-UP COMPLETENESS INDEX--SECTION B	
FCICIN	FIRST FOLLOW-UP COMPLETENESS INDEX--SECTION C	
FCIDIN	FIRST FOLLOW-UP COMPLETENESS INDEX--SECTION D	
FCIEIN	FIRST FOLLOW-UP COMPLETENESS INDEX--SECTION E	
FCSIND	FIRST FOLLOW-UP CONSISTENCY INDEX	A computed index indicating percentage (truncated) of a set of 94 consistency checks failed by an individual. See text, Part 3, Section VI.A.
FFUIND	FIRST FOLLOW-UP INDICATOR	A code (1 or 2) indicating the presence or absence of first follow-up data for the individual.
F IND	SECTION F INDICATOR--BASE YEAR	A code (1 or 2) indicating the presence or absence, respectively, of Section F of the base-year questionnaire.
FINSTNO	FINAL STRATUM NUMBER	The identification number of the final stratum (1-608) of the respondent's high school. See text, Part 2, Section I.B.
FNSOBY	NUMBER OF SCHOOLS PER FINAL STRATUM WITH BSYR RESPONSE	The number of schools within the respondent's final stratum which contained at least one respondent to the base-year questionnaire.
FNSOFFU	NUMBER OF SCHOOLS PER FINAL STRATUM WITH FFU RESPONSE	The number of schools within the respondent's final stratum with contained at least one respondent to the First Follow-Up Questionnaire.

Short Label	Long Label	Definition
FNSOSFU	NUMBER OF SCHOOLS PER FINAL STRATUM WITH SFU RESPONSE	The number of schools within the respondent's final stratum which contained at least one respondent to the Second Follow-Up Questionnaire.
FNSOTFU	NUMBER OF SCHOOLS PER FINAL STRATUM WITH TFU RESPONSE	The number of schools within the respondent's final stratum which contained at least one respondent to the Third Follow-Up Questionnaire.
FORIND	FIRST FOLLOW-UP OUT-OF-RANGE INDEX	The percentage of out-of-range responses (code 95, out-of-range) in the individual's First Follow-Up Questionnaire. See text, Part 3, Section VI.A.
FORMAB	FIRST FOLLOW-UP FORM A/B QUESTIONNAIRE INDICATOR	An indicator of the type of First Follow-Up Questionnaire mailed to the individual. Two types of FFU questionnaires were administered: form A was a subset of the form B questionnaire; form B contained an additional 14 items (86-99) requesting retrospective base-year information. The form B questionnaire was sent to those individuals who did not participate in the base-year survey (the "resurvey" group), and to a sample of base-year respondents to obtain reliability estimates for the retrospective data collection process.
FORSC-LT	LETTER GROUPS FORMULA SCORE	Formula score for the individual's performance on the Letter Groups subtest in the base-year Test Book battery. See Appendix O.
FORSC-MT	MATHEMATICS FORMULA SCORE	Formula score for the individual's performance on the Mathematics subtest in the base-year Test Book battery. See Appendix O.
FORSC-RD	READING FORMULA SCORE	Formula score for the individual's performance on the Reading subtest in the base-year Test Book battery. See Appendix O.

Short Label	Long Label	Definition
FORSC-T	FORMULA SCORE--PICTURE NUMBER, TOTAL	Total formula score for the individual's performance on both parts of the Picture Number subtest in the base-year Test Book battery. See Appendix O.
FORSC-1	FORMULA SCORE--PICTURE NUMBER, PART 1	Formula score for the individual's performance on Part 1 of the Picture Number subtest in the base-year Test Book battery. See Appendix O.
FORSC-2	FORMULA SCORE--PICTURE NUMBER, PART 2	Formula score for the individual's performance on Part 2 of the Picture Number subtest in the base-year Test Book battery. See Appendix O.
FRINDX	FIRST FOLLOW-UP ROUTING QUESTIONS INDEX	The percentage of the routing questions in the First Follow-Up Questionnaire which were ambiguously answered by the respondent. See text, Part 3, Section VI.A.
FS IND	FIRST SURVEYED INDICATOR	The point in time, from spring 1972 to fall 1976, when the individual first responded to any NLS questionnaire.
FSU-STR	NUMBER OF SCHOOLS IN STUDENT'S FINAL STRATUM IN FFU & SFU	The number of schools in the respondent's final stratum for the first and second follow-up surveys.
FWTCLS	FIRST FOLLOW-UP WEIGHTING CLASS	The weighting class (1-87) defined as of first follow-up. The weighting classes were defined by race, sex, high school curriculum, high school grades, and parents' education. See Appendix H, and text, Part 2, Section I.C.
G IND	SECTION G INDICATOR--BASE YEAR	A code (1 or 2) indicating the presence or absence, respectively, of Section G of the base-year questionnaire.

Short Label	Long Label	Definition
H IND	SECTION H INDICATOR--BASE YEAR	A code (1 or 2) indicating the presence or absence, respectively, of Section H of the base-year questionnaire.
HSPGM	COMPOSITE HIGH SCHOOL PROGRAM	A composite of the individual's responses to base-year, first follow-up, and activity state questionnaire items indicating the type of high school program (general, academic, or vocational-technical) in which the respondent was enrolled. See Appendix O, and text, Part 3, Section VI.C.
I IND	SECTION I INDICATOR--BASE YEAR	A code (1 or 2) indicating the presence or absence, respectively, of Section I of the base-year questionnaire.
IMPTAVER	IMPUTED STUDENT AVERAGE CODE, ETS NONLINEAR REGRESSION METHOD	A code representing one of 28 student grade average classifications imputed by the ETS nonlinear regression method. See Appendix F.
INCONSC	INCONSISTENCY SCORE BASE YEAR	An index of the percentage of consistency checks failed by an individual in the base-year Student Questionnaire editing.
INSTRIND	PATTERN OF INSTRUMENT RESPONSE BY, FFU, SFU, TFU	A code in the range 1 through 16 indicating the pattern of returns of base-year through third follow-up instruments. Code 1 indicates no instruments returned; code 16 indicates return of all four. See Table J.1.
J IND	SECTION J INDICATOR--BASE YEAR	A code (1 or 2) indicating the presence or absence, respectively, of Section J of the base-year questionnaire.

Table J.1

PATTERNS OF INSTRUMENT RESPONSE

INSTRIND	Return Status of				Number of Cases
	Base Year	First Follow-Up	Second Follow-Up	Third Follow-Up	
1	0	0	0	0	799*
2	0	0	0	1	120
3	0	0	1	0	16
4	0	0	1	1	118
5	0	1	0	0	309
6	0	1	0	1	112
7	0	1	1	0	391
8	0	1	1	1	4903
9	1	0	0	0	486
10	1	0	0	1	18
11	1	0	1	0	66
12	1	0	1	1	478
13	1	1	0	0	504
14	1	1	0	1	231
15	1	1	1	0	788
16	1	1	1	1	14112
TOTAL					23451

*These 799 cases are not in the file.

0 = not returned
1 = returned

Short Label	Long Label	Definition
LOCUS72	LOCUS OF CONTROL COMPOSITE FOR 1972	A computed index derived from the individual's responses to questions relating to internal versus external control of environmental factors in the base-year ('72), first ('73), second ('74), and third ('76) follow-up questionnaires. See Appendix O, and text, Part 3, Section VI.C.
LOCUS73	LOCUS OF CONTROL COMPOSITE FOR 1973	
LOCUS74	LOCUS OF CONTROL COMPOSITE FOR 1974	
LOCUS76	LOCUS OF CONTROL COMPOSITE FOR 1976	
MAJSTNO	MAJOR STRATUM NUMBER	The identification number of the major stratum of the respondent's high school. Prior to defining the 608 final strata, 289 major strata were defined by utilizing six stratification variables: Type of control, geographic region, grade 12 enrollment, proximity to institutions of higher learning, percent minority, and community income level. See text, Part 2, Section I.A.
MINSTNO	MINOR STRATUM NUMBER	The identification number of the minor stratum of the respondent's high school. Prior to defining the 608 final strata, 9 minor strata were defined on the basis of the degree of urbanization of the community in which the school was located. See text, Part 2, Section I.A.
MOSCOM-T	FORMULA SCORE MOSAIC COMPARISONS, TOTAL	Total formula score for the individual's performance on the three parts of the Mosaic Comparisons subtest in the base-year Test Book battery. See Appendix O.
MOSCOM-1	FORMULA SCORE MOSAIC COMPARISONS, PART 1	Formula score for the individual's performance on Part 1 of the Mosaic Comparisons subtest in the base-year Test Book battery. See Appendix O.

Short Label	Long Label	Definition
MOSCOM-2	FORMULA SCORE MOSAIC COMPARIONS, PART 2	Formula score for the individual's performance on Part 2 of the Mosaic Comparisons subtest in the base-year Test Book battery. See Appendix O.
MOSCOM-3	FORMULA SCORE MOSAIC COMPARISONS, PART 3	Formula score for the individual's performance on Part 3 of the Mosaic Comparisons subtest in the base-year Test Book battery. See Appendix O.
NSAM	NUMBER OF STUDENTS SAMPLED IN THIS STUDENT'S SCHOOL	The total number of students sampled in the respondent's school, independent of response to any survey.
NUM-STR	NUMBER OF SCHOOLS IN STUDENT'S FINAL STRATUM IN ALL YEARS	The number of schools, in sample, in a given student's final stratum independent of response status.
PST	BASE YEAR SAMPLE STATUS (PRIMARY, SECONDARY, TERTIARY)	A coded sampling variable assigned to the individual's school prior to survey activity and indicating sampling priority. If the school were coded primary, it was one of two original target schools for that sampling strata. Secondary and tertiary schools are "back-up" schools. See text, Part 2, Section I.B., and Appendix I.
REGION	LOCATION OF SCHOOL--REGION	The region--Northeast, North Central, South, or West--in which the respondent's base-year school was located. See Appendix G.
RESPDESG	RESPONDENT DESIGNATOR	Sample status of the respondent, coded 1-4. Code 1 indicates that the respondent was one of the original 18 students sampled in his school; code 2 indicates that the student was a back-up student for the original sample. Code 3 indicates that the respondent entered the survey via resurvey activity, and code 4 indicates that the student was part of the augmentation sample group. See text, Part 2, Section I.

Short Label	Long Label	Definition
RESP74	TYPE OF INSTRUMENT RESPONSE FOR SECOND FOLLOW-UP	An indicator of the type of response (mail or personal interview) of the respondent to the Second Follow-Up Questionnaire.
ROUTINDX	ROUTING INDEX FOR SFU	An index representing the percentage of second follow-up routing questions ambiguously answered by the respondent. See text, Part 3, Section VI.A.
RTI ID	RTI STUDENT ID NUMBER	A randomly selected five-digit identification number assigned to the respondent by Research Triangle Institute for use in all data collection and processing.
SAMTYPE	SURVEY STATUS OF SCHOOL (BASE YEAR, EXTRA, RESURVEY)	An indicator of the point at which the respondent's school became part of the sample, whether during initial or supplementary sampling activity. See text, Part 2, Section I.B, and Appendix I.
SCHCODE	SCHOOL CODE	An arbitrary identification number (4-9996) assigned to the student's high school for use in all data collection and processing.
SCHLMRKR	INDICATOR OF FIRST (SEQUENTIAL) STUDENT IN SCHOOL	An indicator used to designate one respondent within each sample school, used to create a subset of NLS records equal in number to the count of sample schools.
SCLGSC	SCALED LETTER GROUPS SCORE	A T-score derived from the forumla score for the individual's performance on the Letter Groups subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCMATSC	MATHEMATICS SCALED TEST SCORE	A T-score derived from the formula score for the individual's performance on the Mathematics subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.

Short Label	Long Label	Definition
SCMSCMT	SCALED SCORE--MOSAIC COMPARISON, TOTAL	A T-score derived from the total formula score for the individual's performance on the three parts of the Mosaic Comparisons subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCMSCM1	SCALED SCORE--MOSAIC COMPARISON, PART 1	A T-score derived from the formula score for the individual's performance on Part 1 of the Mosaic Comparisons subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCMSCM2	SCALED SCORE--MOSAIC COMPARISON, PART 2	A T-score derived from the formula score for the individual's performance on Part 2 of the Mosaic Comparisons subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCMSCM3	SCALED SCORE--MOSAIC COMPARISON, PART 3	A T-score derived from the formula score for the individual's performance on Part 3 of the Mosaic Comparisons subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCPICT	SCALED SCORE--PICTURE NUMBER, TOTAL	A T-score derived from the total formula score for the individual's performance on both parts of the Picture Number subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCPIC1	SCALED SCORE--PICTURE NUMBER, PART 1	A T-score derived from the formula score for the individual's performance on Part 1 of the Picture Number subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.

Short Label	Long Label	Definition
SCPIC2	SCALED SCORE--PICTURE NUMBER, PART 2	A T-score derived from the formula score for the individual's performance on Part 2 of the Picture Number subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCRDSC	SCALED READING SCORE	A T-score derived from the formula score for the individual's performance on the Reading subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SCVOCSC	SCALED VOCABULARY SCORE	A T-score derived from the formula score for the individual's performance on the Vocabulary subtest in the base-year Test Book battery, scaled to a mean score of 50 and a standard deviation of ten. See Appendix O.
SECDSCHL	TYPE OF SECONDARY SCHOOL	A code indicating the final sample status of the respondent's high school, whether primary, extra, back-up, or augmentation. See text, Part 2, Section I.B, and Appendix I.
SEICFAOC	DUNCAN SEI SCORE FOR CFAOCP	Standard translation of Census Occupation into Duncan SEI (Socio-Economic Indicator) scaled scores. The Duncan scale ranges from 03.0 to 99.0, with higher numbers indicating greater amounts of prestige and income. A value of 99.9 indicates missing data.
SEIFQ49	DUNCAN SEI SCORE FOR FQ49	
SEIFQ55	DUNCAN SEI SCORE FOR FQ55	
SEIFQ79	DUNCAN SEI SCORE FOR FQ79	
SEISQ76	DUNCAN SEI SCORE FOR SQ76	
SEISQ93	DUNCAN SEI SCORE FOR SQ93	
SEISQ108	DUNCAN SEI SCORE FOR SQ108	
SEITQ13	DUNCAN SEI SCORE FOR TQ13	
SEITQ35	DUNCAN SEI SCORE FOR TQ35	
SEITQ111	DUNCAN SEI SCORE FOR TQ111	
SEITQ132	DUNCAN SEI SCORE FOR TQ132	

Short Label	Long Label	Definition
SENIORS	SENIOR CLASS ENROLLMENT	A code (1 or 2) indicating whether the number of students enrolled in the respondent's senior class was less than 400, or greater than or equal to 400.
SES	SOCIO-ECONOMIC STATUS COMPOSITE	A computed index, coded 1-3 by lower, middle two, and upper quartile ranges, derived from five components: father's education, mother's education, parents' income, father's occupation, and household items. See text, Part 3, Section VI.B, and Appendix O.
SESRAW	SOCIO-ECONOMIC STATUS RAW SCORE	The raw score resulting from factor analysis of five components: father's education, mother's education, parent's income, father's occupation, and household items. See text, Part 3, Section VI.B, and Appendix O.
SFUCIAIN	SECOND FOLLOW-UP COMPLETENESS INDEX--SECTION A	For each section (A-F) of the Second Follow-Up Questionnaire, the completeness index represents the percentage of items with valid responses within that section. See text, Part 3, Section VI.A.
SFUCIBIN	SECOND FOLLOW-UP COMPLETENESS INDEX--SECTION B	
SFUCICIN	SECOND FOLLOW-UP COMPLETENESS INDEX--SECTION C	
SFUCIDIN	SECOND FOLLOW-UP COMPLETENESS INDEX--SECTION D	
SFUCIEIN	SECOND FOLLOW-UP COMPLETENESS INDEX--SECTION E	
SFUCIFIN	SECOND FOLLOW-UP COMPLETENESS INDEX--SECTION F	
SFUIND	SECOND FOLLOW-UP INDICATOR	A code (1 or 2) indicating the presence or absence of second follow-up data for the individual.

Short Label	Long Label	Definition
SFUORIND	SECOND FOLLOW-UP OUT-OF-RANGE INDEX	The percentage of out-of-range responses (code 95, out-of-range) in the individual's second follow-up data. See text, Part 3, Section VI.A.
SFUWTCLS	SECOND FOLLOW-UP WEIGHTING CLASS	The weighting class (1-87) defined as of the second follow-up. The weighting classes were defined by race, sex, high school curriculum, high school grades, and parents' education. See Appendix H, and text, Part 2, Section I.C.
SRIFGRCD	SRIF GRADING SYSTEM CODE	A code indicating the type of grading system upon which the grades reported in the individual's School Record Information Form are based. See text, Part 4, Section II.D.
SRIF IND	SRIF INDICATOR	A code (1 or 2) indicating the presence or absence, respectively, of a School Record Information Form for the individual. See text, Part 4, Section II.D.
SRIFWT	STUDENT RECORD INFORMATION FORM WEIGHT	The weight appropriate for analysis of data from the Student Record Information Form.
STATECD	CODE FOR GEOGRAPHIC LOCATION, STATE, OF BASE-YEAR HIGH SCHOOL	A code for the state in which the individual's base-year high school was located. See Appendix C.11.
STU CKD	RTI STUDENT ID NUMBER CHECK DIGIT	A single digit code (0-9) affixed to the RTI student ID number serving as an algorithmically derived check on the encoding of the five-digit ID number.
STUCODE	STUDENT NUMBER WITHIN SCHOOL	A numeric code assigned sequentially to students within each sample school in base-year survey operations.
TB IND	TEST BATTERY INDICATOR	A code (1 or 2) indicating the presence or absence, respectively, of base-year Test Book battery scores for the individual.

Short Label	Long Label	Definition
TBWT	STUDENT TEST BATTERY WEIGHT	The weight appropriate for analysis of base-year Test Book battery scores.
TCIAIND	TFU SECTION A COMPLETION INDEX	For each section (A-F) of the Third Follow-Up Questionnaire, the completion index represents the percentage of items with valid responses within that section. See text, Part 3, Section VI.A.
TCIBIND	TFU SECTION B COMPLETION INDEX	
TCICIND	TFU SECTION C COMPLETION INDEX	
TCIDIND	TFU SECTION D COMPLETION INDEX	
TCIEIND	TFU SECTION E COMPLETION INDEX	
TCIFIND	TFU SECTION F COMPLETION INDEX	
TCSIND1	TFU KEY QUESTION CONSISTENCY INDEX	A computed index indicating the percentage of 80 consistency checks (composed of manually edited key items) failed by the third follow-up respondent. See text, Part 3, Section VI.A.
TCSIND2	TFU RECORD QUALITY CONSISTENCY INDEX	A computed index indicating the percentage of 55 consistency checks (composed of nonmanually edited third follow-up questionnaire items) failed by the third follow-up respondent. See text, Part 3, Section VI.A.
TELINT	THIRD FOLLOW-UP TELEPHONE INDICATOR	A code indicating how data were obtained in the third follow-up survey: 1 = telephone interview, 2 = mail or personal interview, 3 = no data obtained.
TELMULT	ITEM NON-RESPONSE ADJUSTMENT FOR TFU TELEPHONE INTERVIEW	A weight multiplier to adjust for items not collected in third follow-up telephone interviews.
TFUIND	THIRD FOLLOW-UP INDICATOR	A code (1 or 2) indicating the presence or absence, respectively, of third follow-up data from the individual.

Short Label	Long Label	Definition
TFUMLINT	THIRD FOLLOW-UP MAIL OR INTERVIEW INDICATOR	A code indicating whether the individual responded to the Third Follow-Up Questionnaire by mail or by personal or telephone interview (1 = mail, 2 = personal or telephone interview, 9 = no TFU).
TFUORIND	TFU OUT-OF-RANGE INDEX	The percentage of out-of-range responses (code 95, out-of-range) in the individual's third follow-up responses. See text, Part 3, Section VI.A.
TFURIND	THIRD FOLLOW-UP ROUTING INDEX	An index representing the percentage of third follow-up routing questions ambiguously answered by the respondent. See text, Part 3, Section VI.A.
TYPERESP	TYPE OF INSTRUMENT RESPONSE FOR FIRST FOLLOW-UP	A code indicating whether the individual responded to the First Follow-Up Questionnaire by mail or by interview (1 = mail, 2 = interview, 3 = nonresponse).
VOCABSC	VOCABULARY FORMULA SCORE	Formula score for the individual's performance on the Vocabulary subtest in the base-year Test Book battery. See Appendix O.
W1	BASE-YEAR WEIGHT	For a complete discussion of weight calculations, see text, Part 2, Section I.C.
W2	EXTENDED BASE-YEAR WEIGHT	
W3	FIRST FOLLOW-UP WEIGHT	
W4	BASE-YEAR AND FIRST FOLLOW-UP WEIGHT	
W5	EXTENDED BASE-YEAR AND FIRST FOLLOW-UP WEIGHT	
W6	BASE-YEAR OR FIRST FOLLOW-UP WEIGHT	

Short Label	Long Label
W7	UNADJUSTED STUDENT WEIGHT
W8	SECOND FOLLOW-UP WEIGHT
W9	SECOND FOLLOW-UP AND BASE-YEAR WEIGHT
W10	SECOND FOLLOW-UP AND FIRST FOLLOW-UP WEIGHT
W11	BASE-YEAR AND FIRST FOLLOW-UP AND SECOND FOLLOW-UP WEIGHT
W12	BASE-YEAR OR FIRST FOLLOW-UP OR SECOND FOLLOW-UP WEIGHT
W13	THIRD FOLLOW-UP WEIGHT
W14	THIRD FOLLOW-UP AND BASE-YEAR WEIGHT
W15	THIRD FOLLOW-UP AND FIRST FOLLOW-UP WEIGHT
W16	THIRD FOLLOW-UP AND SECOND FOLLOW-UP WEIGHT
W17	TFU AND BASE-YEAR EXTENDED AND FFU AND SFU WEIGHT
W18	TFU AND BASE-YEAR AND FFU AND SFU WEIGHT
W19	TFU OR BASE-YEAR OR FFU OR SFU WEIGHT
W20	TFU AND FFU AND SFU WEIGHT

Definition

For a complete discussion of weight calculations, see text, Part 2, Section I.C.

Short Label	Long Label
WORK72	WORK COMPOSITE FOR 1972
WORK73	WORK COMPOSITE FOR 1973
WORK74	WORK COMPOSITE FOR 1974
WORK76	WORK COMPOSITE FOR 1976

Definition

A computed index derived from the individual's responses to questions relating to work orientation in the base-year ('72), first ('73), second ('74), and third ('76) follow-up questionnaires. See Appendix O, and text, Part 3, Section VI.C.